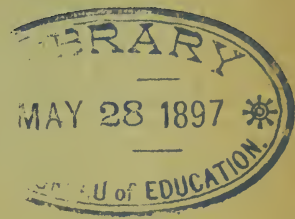


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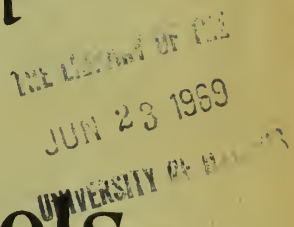
Eleventh



dup.

Annual Report

OF THE



Public Schools

.. OF ..

Dallas, Texas,

1895.



Eleventh Annual Report

—OF THE—

Board of Directors

—OF THE—

Dallas Public Schools,

—FOR THE—

School Year Ending June 30, 1895.

Published by Authority.



Dallas, Texas.



1895.

Holan Browne, Printer, Dallas.

BOARD OF DIRECTORS

FOR 1895-96.

OFFICERS:

F. M. ERVAY, President.

W. R. WILSON, M. D., Vice-President.

E. M. REARDON, Treasurer.

T. G. TERRY, Secretary.

J. L. LONG, Superintendent.

MEMBERS:

Ben Irelson.....	1st ward.....	Term expires, 1897
Dr. H. A. Moseley....	3rd ward	“ “ 1897
W. E. Parry	4th ward.....	“ “ 1897
J. M. Howell.....	8th ward....	“ “ 1897
H. H. Jacoby.....	9th ward.....	“ “ 1897
S. N. House.....	10th ward.....	“ “ 1897
J. L. Peacock.....	2nd ward	“ “ 1896
K. J. Kivlen.....	5th ward.....	“ “ 1896
Dr. W. R. Wilson....	6th ward.....	“ “ 1896
A. P. Black	7th ward.....	“ “ 1896
F. M. Ervay	11th ward.....	“ “ 1896
H. L. McCorkle.....	12th ward.....	“ “ 1896
F. P. Holland.....	Mayor	“ “ 1897

BOARD OF EXAMINERS:

J. L. LONG, Ex-Officio Chairman.

W. LIPSCOMB.

JOSEPH MORGAN.

J. B. NABORS.

STANDING COMMITTEES

FOR 1895-96.

=====

FINANCE AND INSURANCE—K. J. Kivlen, J. M. Howell, Ben Irelson.

SUPPLIES—A. P. Black, H. H. Jacoby, Dr. H. A. Moseley.

PROPERTY AND REPAIRS—H. L. McCorkle, A. P. Black, Dr. H. A. Moseley.

RULES, GRIEVANCES AND COMPLAINTS—J. M. Howell, J. L. Peacock, W. E. Parry.

SCHOLASTIC CENSUS—Ben Irelson, and member from each ward.

TEXT BOOKS—Dr. W. R. Wilson, S. N. House, K. J. Kivlen.

TEACHERS—J. L. Peacock, A. P. Black, S. N. House, Dr. W. R. Wilson, W. E. Parry.

VISITING—Mayor, and one Director from each ward.

LIBRARIES—Dr. H. A. Moseley, Dr. W. R. Wilson, Ben Irelson

AUDITING—W. E. Parry, K. J. Kivlen, H. H. Jacoby.

FUEL AND JANITORS—S. N. House, J. L. Peacock, H. L. McCorkle.

SALARIES—H. H. Jacoby, H. L. McCorkle, J. M. Howell.

DIRECTORY.

SUPERINTENDENT'S OFFICE HOURS.

HIGH SCHOOL BUILDING.

School days—from 3:30 p. m. to 4:30 p. m.

Saturdays—from 2:30 p. m. to 4:30 p. m.

SECRETARY'S OFFICE HOURS.

HIGH SCHOOL BUILDING.

From 1:00 p. m. to 5:00 p. m.

REGULAR MEETING OF BOARD OF DIRECTORS.

CITY HALL.

First Monday in each scholastic month at 8:00 p. m.

TEACHERS' MEETING.

HIGH SCHOOL BUILDING.

Third Saturday in each scholastic month, from 9 to 11 a. m.

SCHOOL SESSIONS.

The daily sessions shall be from 9 a. m. to 3:30 p. m., except for the first four grades.

For the First and Second Grades, the session shall end at 2 p. m.

For the Third and Fourth Grades, the session shall end at 3 p. m.

There shall be an intermission of one-half hour at noon, and of fifteen minutes each in the morning and afternoon.



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Dallas Public Schools.

PRESIDENT'S REPORT.

To the Board of Directors, Dallas Public Schools:

GENTLEMEN—I have the honor to present my Annual Report of the condition and progress of the public schools during the last year.

The apportionment of studies in the High School has given universal satisfaction, and has made it possible for our graduates to enter colleges and universities without additional preparatory instruction. As a result of this apportionment we find a marked increase in the number of students enrolled in the high school department. An annual increase in the number of graduates will make our high school as popular with the people as some of the private colleges and seminaries of other states have been with them.

We do not wish to disparage the private educational institutions of other states; but it is the duty of our public school boards to place the public free school system upon an equality with the very best there is in the republic.

The importance of providing a suitable high school building should receive the consideration of the school board and city council. Other cities in the state, viz., Galveston and Houston, have been fortunate in having public spirited individuals who have erected splendid public high school buildings. Certainly the thousands of property holders in Dallas can afford to be as generous toward their own children as those individuals have been to the children of others. The city charter gives the city council the power to order an election for the purpose of voting a special tax to build and maintain a high school. The school board should request the city council to order this election.

The introduction of vocal music, drawing and penmanship into the public schools during the past year has met with the approbation of the people. The school board has placed these accomplishments of an education within the reach of the humblest of our citizens.

If we would know what the cultured world knows, we must investigate in a scientific and correct manner. This correct knowledge can be obtained only by correct teaching. The untutored savage enjoys

music and art only so far as nature has implanted this love of the beautiful within him: but the educated musician and artist can distinguish the good from the bad, and transmit this discriminating knowledge to others.

Notwithstanding the fact that the teachers' salaries have been reduced from ten to twenty-five per cent at the beginning of each of the past two years, it will still require rigid economy to meet prompt payments in the future on account of the great reduction of the state school fund. The educational department of our city has borne its share of reduction in salaries, and I hope that the time is not far distant when financial conditions will justify a readjustment of salaries in keeping with the recognized qualifications of our teachers.

It will be necessary at the close of this scholastic year to repair several of the buildings and provide additional room for both white and colored children in some districts of the city.

There are cities in Texas having less population than Dallas, whose census lists show a considerably larger scholastic population. The Dallas school board recently adopted a resolution asking the legislature to pass a law regulating the apportionment of the school fund according to the enrollment in the different schools over the state. This would be a just measure and perhaps prevent many frauds in census taking.

Visiting the schools is a duty the directors owe not only to the teachers and patrons, but to themselves as well.

During the past year about fifteen hundred volumes have been added to the libraries, and a marked increase in the interest taken by the pupils is noted. The recommendation of the superintendent to provide supplementary readers through the libraries will result in good.

The adoption of the graded salary system has given satisfaction.

It is gratifying to know that the Dallas school board took the initiative step at the last annual teachers meeting to bring the teachers and school directors into closer touch with each other. A majority of our school board attended the meeting in Galveston, clearly showing a commendable disposition of the board to become better acquainted with those who are entrusted with the most important public duty known to our civilization—to teach and direct the thoughts of our children. Every business man appreciates the advantage of knowing well those who are associated with him in business. The teachers and directors are associated in the great educational work of the age, and they should know as much as possible about their respective qualifications. Why not apply the same business principles to public affairs that we do to our private interests?

By invitation of the Dallas school board the state teachers' association and the state trustees' association will both hold their next annual meetings in this city at the same time next June,

and it is desirable that the Dallas school board shall properly entertain these visitors. As soon after your annual reorganization as possible, a committee should be appointed to co-operate with a committee already appointed by the commercial club for this purpose.

The school board has already officially endorsed the idea of having a school of methods here during June. The interest of the board in this matter should not cease with this endorsement. Every member should feel it incumbent upon him to lend encouragement and support to this school. The State Superintendent of Public Instruction has signified his willingness to designate this as a state school of methods and to make it the only one held in the state during the current year. Those interested in the enterprise believe that this endorsement by the department of education, with the exclusive privileges which it confers, will concentrate here during June the ablest educators in Texas, and secure for Dallas the strongest school of methods ever offered the teachers of this state. This will certainly result in much benefit to our city teachers and through them to our public schools.

The hearty co-operation of the mayor, the city council and the school board during the past year has been very pleasant, and the school board has every reason to believe that the same friendly assistance will be given by the newly-elected mayor and city council.

Having served you as president for the past two years. I feel deeply grateful for the honor, and I shall always kindly remember the courtesy shown me by every member of the board.

Respectfully,

J. M. HOWELL.

President.

April 15, 1895.

SECRETARY'S REPORT.

Statement of the receipts and disbursements of the Funds of the
Public Free Schools of the City of Dallas, for the scholastic year
1894-95.

SCHOOL FUND.

RECEIPTS.

From City of Dallas.....	\$44 414 00	
“ State of Texas	29 593 97	
“ Transfer from Special Fund.....	1 000 00	
“ Dallas County	525 82	
“ State of Texas, census	538 12	
“ Interest.....	80 54	
“ Balance 1893-94.....	667 06	
		\$76 819 51

DISBURSEMENTS.

Paid outstanding warrants 1893-94.....	\$ 359 27	
“ superintendent's salary	2 000 00	
“ secretary's salary.....	600 00	
“ white teachers' salaries	49 082 75	
“ colored teachers' salaries.....	8 901 25	
“ janitors' salaries	3 771 35	
“ head janitor's salary.....	720 00	
“ for fuel	2 673 00	
“ for repairs	2 020 05	
“ for improvements	1 890 85	
“ for expense.....	874 25	
“ for supplies	805 85	
“ for census.....	206 60	
Transferred to Special Fund.....	2 500 00	
		\$76 405 22
Balance.....		\$414 29

SPECIAL FUND.

RECEIPTS.

Balance on hand	\$ 221 15	
From interest.....	2 44	
From City Tax Collector	2 799 17	
From transfer from School Fund	2 500 00	
	<u> </u>	\$5 522 76

DISBURSEMENTS.

Transferred to School Fund.....	\$1 000 00	
Paid balance on Columbian building.....	1 414 55	
	<u> </u>	\$2 414 55
Balance on hand		<u>\$3 108 21</u>

T. G. TERRY,

Secretary.

REPORT OF THE SUPERINTENDENT.

OFFICE OF
SUPERINTENDENT, CITY PUBLIC SCHOOLS.
DALLAS, TEXAS, June 30, 1895.

To the Honorable Board of Directors, Dallas Public Schools:

GENTLEMEN:—In compliance with your rules and regulations, I have the honor herewith to submit the Eleventh Annual Report of the Public Schools of the City of Dallas for the School-year ending June 30th, 1895.

TEACHERS FOR 1894-95.

HIGH SCHOOL.

LOCATION—Bryan Street, between Pearl and Hawkins. Pupils above the Fifth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
Wm. Lipscomb	Principal	September, 1894	\$1350 00
Joseph Morgan	Mathematics	" 1890	900 00
Miss Ruth de Capree	English	" 1886	900 00
A. J. James	Science	" 1890	810 00
Mrs. G. H. de Jarnette	Latin	" 1894	810 00
Miss Sophia Poppenhagen	History	" 1894	810 00
Mrs. A. J. James	Assistant	" 1888	630 00
Mrs. Laura Stobaugh	"	" 1891	585 00
Miss Lizzie Kelper	"	" 1889	585 00
Miss Marie Henderson	"	" 1892	540 00
Miss Emma McDonald	"	" 1888	630 00
Miss Hattie Moseley	"	" 1891	585 00
Miss Sallie Kinnard	"	" 1892	585 00
Miss Mary Bryant	"	" 1891	495 00
Miss Fannie Gill	"	February 1894	450 00

EAST DALLAS SCHOOL.

LOCATION—Corner Gaston and College Avenues. Pupils from the First to the Seventh Grades, inclusive, may enter this school.

Teacher's Name	Position	Date of Election	Salary
Mrs. H. Stanberry.....	Principal	September, 1886	\$990 00
Miss Fannie Tapscott.....	Assistant	" 1891	585 00
Miss Eva Green	"	" 1894	585 00
Miss Ella Murphy	"	" 1892	450 00
Mrs. Mattie O. Webb.....	"	" 1894	450 00
Miss Mary J. Ennison.....	"	" 1894	585 00
Mrs. Y. B. Dowell	"	October, 1894	585 00
Miss Lucy Guyton.....	"	September, 1888	630 00
Miss Lillie L. Martin.....	"	" 1888	630 00
Mrs. Jennie Bartlett	"	" 1889	585 00
Mrs. Mae Harmon.....	Supernumer'y	February, 1895	135 00

CUMBERLAND HILL SCHOOL.

LOCATION—Between Cochran and Caruth Sts., west of School St. Pupils below Fifth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
J. A. Brooks.....	Principal	September, 1892	\$900 00
Miss Willie Robinson.....	Assistant	" 1888	630 00
Miss Connie Cooper.....	"	" 1894	585 00
Miss Allie Davis	"	" 1893	540 00
Miss Berta Cunningham	"	" 1893	495 00
Miss L. G. Miller.....	"	" 1894	585 00
Miss Lucy Moore.....	"	March, 1888	630 00
Miss Maggie Stout	"	September, 1893	585 00

MCKINNEY AVENUE SCHOOL.

LOCATION—Between McKinney and Coal Avenues. Pupils below the Eighth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
J. B. Nabors.....	Principal	September, 1891	\$900 00
Miss Phoebe Hensley	Assistant	" 1890	585 00
Miss Lida Hooe	"	January, 1895	405 00
Miss Mattie Harris	"	September, 1894	405 00
Miss Octavia Nichols	"	" 1894	450 00
Miss Affie Johnson	"	" 1889	585 00
Miss Alice Osmond.....	"	" 1890	585 00
Miss Emma Seabaugh	"	" 1889	585 00
Miss Vibelle Coleman.....	Supernumer'y	" 1894	135 00

CEDAR LAWN SCHOOL.

LOCATION—South Ervay Street. Pupils below the Eighth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
A. T. Howell	Principal	September, 1891	\$900 00
Miss Matilda Trimble	Assistant	" 1888	630 00
Miss Josie Mayes.	"	" 1889	585 00
Mrs. Eugenia Hamilton	"	" 1894	405 00
Miss Carrie P. Smith.	"	" 1889	585 00
Miss Ella H. Davis.	"	" 1892	585 00
Miss Kate A. Clark.	"	" 1890	585 00
Miss Lula Trumbull.	"	" 1892	585 00
Miss Grace Clouse.	Supernumer'y	" 1894	135 00

OAK GROVE SCHOOL.

LOCATION—Corner Harwood and Jackson Streets. Pupils below the Seventh Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
Miss Emma Halley	Principal	September, 1888	\$900 00
Miss Emma Braswell.	Assistant	" 1892	450 00
Miss Minnie Bradford	"	" 1894	405 00
Mrs. A. B. Stemmons	"	March, 1893	405 00
Miss May Harrell.	"	" 1888	630 00
Miss Eva Langston.	"	" 1888	630 00
Miss Anna Ridgeway	"	February, 1895	450 00
Miss Edna Rowe.	"	September, 1894	405 00
Miss Dora Schnell.	Supernumer'y	" 1894	135 00

SAN JACINTO SCHOOL.

LOCATION—San Jacinto Street, opposite Shady View Park. Pupils below the Eighth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
A. P. Vaughan	Principal	September, 1891	\$900 00
Mrs. M. R. Lee.	Assistant	" 1894	540 00
Miss Ida Kimbrough.	"	" 1892	585 00
Miss Ella Strain	"	March, 1891	585 00
Miss Mary C. Render.	"	" 1892	495 00
Miss Josie Smith.	"	September, 1894	585 00
Mrs. M. L. Candler	"	" 1892	585 00
Miss Ora Crawford.	Supernumer'y	" 1894	135 00

COLUMBIAN SCHOOL.

LOCATION—Corner Akard and Park Streets. Pupils below the Eighth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
Miss Leila Cowart.....	Principal	September, 1884	\$900 00
Miss Sarah Hyman.....	Assistant	" 1894	405 00
Miss Lula Spivy.....	"	" 1887	630 00
Miss Josie Henderson.....	"	" 1892	450 00
Mrs. T. M. Simpson.....	"	" 1892	585 00
Miss M. S. Mosby.....	"	" 1894	585 00
Miss Nora Wormser.....	"	" 1888	630 00
Miss Emma Webster.....	"	" 1893	585 00
Miss Susie Guyton.....	Supernumer'y	January. 1895	135 00

ALAMO SCHOOL.

LOCATION—Corner Nettie and Ophelia Streets. Pupils below the Sixth Grade may enter this school.

Teacher's Name	Position	Date of Election	Salary
M. H. Moore.....	Principal	September, 1889	\$720 00
Miss Rosa Miller.....	Assistant	" 1893	585 00
Mrs. O. D. Ford.....	"	" 1891	585 00
Miss Katie Stout.....	"	" 1893	585 00

SUPERVISORS.

Teacher's Name	Position	Date of Election	Salary
C. C. Gillespie.....	Penmanship and Drawing	September, 1894	\$900 00
Miss Anna Goslin.....	Music	" 1894	675 00

LIST OF COLORED SCHOOLS.

COLORED HIGH SCHOOL.

LOCATION—Corner Hall and Cochran Streets.

Teacher's Name	Position	Date of Election	Salary
H. S. Thompson.....	Principal	September, 1888	\$765 00
Miss E. P. Alexander	Assistant	" 1890	405 00
Miss Adlissa Littlejohn	"	" 1894	405 00
Miss E. M. Lowry	"	" 1889	450 00
Mrs. A. B. Rutherford	"	" 1893	450 00
Miss Julia L. Caldwell	"	" 1891	450 00
A. L. Patterson.....	"	" 1893	450 00
W. A. Boswell	"	" 1894	450 00
Miss E. O. Hall	Supernumer'y	December, 1894	135 00

COLORED SCHOOL NO. 1.

LOCATION—Corner Cockrell and Canton Streets.

Teacher's Name	Position	Date of Election	Salary
J. W. Ray	Principal	September, 1884	\$630 00
Miss C. L. Jackson.....	Assistant	" 1894	450 00
Mrs. P. A. Rochon	"	" 1894	450 00
Miss M. E. Griffin.....	"	March, 1891	450 00

COLORED SCHOOL NO. 2.

LOCATION—Corner Flora and Burford Streets.

Teacher's Name	Position	Date of Election	Salary
N. W. Harlee.....	Principal	September, 1888	\$630 00
N. J. Anderson.....	Assistant	" 1894	450 00
Mrs. E. E. Ewell.....	"	" 1892	450 00
Mrs. F. K. Chase.....	"	" 1893	450 00

COLORED SCHOOL NO. 3.

LOCATION—Corner Welborn and Alamo Streets.

Teacher's Name	Position	Date of Election	Salary
J. P. Starks.....	Principal	September, 1885	\$585 00
Mrs. N. B. Balay	Assistant	" 1892	450 00

COMPARATIVE STATISTICS SINCE ORGANIZATION OF PUBLIC SCHOOLS.

YEARS	No. Pupils Enrolled	Per centum in Attendance.	No. Teachers Employed.	Value of School Property.
1884-85	1,456	90.2	23	\$ 32 411
1885-86	1,582	89.6	23	33 601
1886-87	2,180	91.2	28	76 465
1887-88	2,389	88.8	35	84 115
1888-89	3,206	87.	53	153 621
1889-90	4,685	88.	76	227 600
1890-91	4,756	89.	82	237 600
1891-92	4,897	94.5	101	287 600
1892-93	5,032	94.7	98	429 505
1893-94	5,137	95.2	99	462 005
1894-95	5,281	95.1	104	462 005

ATTENDANCE FOR 1894-95.

NAME OF SCHOOL	Total Enrollment.	Per cent. of Attendance.	No. Cases of Tardiness.	No. Cases of Corporal Punishment.
Central High School.....	642	94.8	696	3
East Dallas School.....	536	95.8	226	18
Cumberland Hill School.....	503	95.1	196	4
McKinney Avenue School.....	414	96.1	280	12
Cedar Lawn School	440	94.6	204	9
Oak Grove School	450	93.7	419	38
San Jacinto School	450	95.	325	16
Columbian School	445	94.3	152	22
Alamo School.....	194	95.7	113	3
Total White.....	4074	95.3	2611	125

COLORED SCHOOLS.

High School, 9th Ward	504	95.1	453	55
School No. 1	302	93.7	350	11
School No. 2	265	96.2	121	31
School No. 3	136	96.5	83	24
Total Colored.....	1207	94.9	1007	121
Total White and Colored	5281	95.1	3618	246

ENROLLMENT AND ATTENDANCE.

It may be of interest to note that the enrollment for the year just closed was one hundred and forty-four pupils more than the enrollment for the preceding year. In the enrollment in the white schools there was an increase of two hundred and seven children. In the colored schools there was a decrease of sixty-seven children. That the enrollment in the colored schools did not keep pace with that in the white schools is possibly due, more than to any other cause, to the fact that there was an unusual exodus of colored people from the city to the neighboring farms during the cotton picking season, and many of them finding congenial and lucrative employment in the country did not return to the city.

The attendance during the entire year was doubtless the most irregular and altogether unsatisfactory in the history of the Dallas city schools. There was not a day, from the opening of the schools in September to their close in June, that there were not more or less children excluded from the schools on account of the prevalence of some contagion in their families. Although there was never cause for serious alarm about the general health of the city, yet on several occasions the great solicitude of parents came near creating a panic in the schools. In consequence of these frequent interruptions and the constant anxiety, all the children failed to make their usual progress, many became discouraged and withdrew from school, and at the close of the term there was a noticeable decrease in the percentage of promotions. Inasmuch as we have passed quite through the list of contagions to which the human family is heir, we may safely look forward to more favorable conditions the coming year.

DISCIPLINE.

It is encouraging to know that from year to year there is a gradual decrease in the number of cases of corporal punishment, suspension and expulsion. The fact that these harsher modes of discipline are falling into disuse indicates that the teachers, with the added years of study and experience, are growing more skillful in the management of pupils, and that the children, under the influences of the public schools, are becoming more tractable and more readily yield obedience to constituted authority. Although it is gratifying to note this improvement, we can scarcely hope to see the time when increased professional skill on the part of teachers or freedom from vice on the part of pupils will entirely eliminate perplexing questions of discipline from the problem of school management. In almost every school we find one or more pupils, usually boys, whose general deportment shows a determination not to submit, at least without persistent protest, to the reasonable restraints of school regulations. The presence of such pupils is a constant menace to the good order of the school and to the

general progress of the classes to which they belong. By a course of studied inattention and insubordination such a pupil not only assumes a mental attitude which makes it quite impossible for him to learn, but he also becomes a constant drain upon the teacher's time, energy, patience and health. It is clearly not the right or privilege of any pupil to pursue a line of misconduct that robs the other members of his class of their due share of the teacher's attention and skill. The pupil who does this becomes a nuisance and the doctrine of the highest good to the greatest number suggests that his class would be greatly benefitted by his removal. Suspension is perfectly agreeable to his wishes for it secures for him the liberty for which he has been pining. After a few weeks of leisure spent at home or among congenial companions upon the streets he returns to school in worse condition than when he left. His suspension has not improved him and has been only a temporary benefit to his class.

It has occurred to me that present methods might be improved upon by establishing a kind of "reform school," to be known as an ungraded school. This should be a building of one room, apart from other buildings or premises, and in charge of a teacher peculiarly fitted by nature, education and experience for the important task of reforming the unruly. Pupils who, under our present system of discipline, are suspended and turned upon the streets to associate with the vicious would be sent to this ungraded school until found worthy to be restored to their former classes.

DRAWING AND MUSIC.

One year ago, in accordance with the experience of other progressive school boards, you wisely placed these subjects under the direction of Supervisors, thereby securing for them the attention which their success and importance demand. Necessarily the difficulties incident to the inauguration of new departments were encountered, but in the main they were satisfactorily overcome, and these departments give promise of great usefulness and wide popularity among teachers, patrons and pupils.

CONCLUSION.

In rendering honor to whom honor is due, I am constrained to say that whatever of success may have been accomplished, whatever of merit may have been noted in the work of the schools during the year just closed, should be attributed to the faithful co-operation of an efficient corps of principals and teachers, and to the wise counsel and patient indulgence of your honorable body: for all of which I am profoundly grateful.

Respectfully submitted,

J. L. LONG,

Superintendent.

Dallas, Texas, June 30th, 1895.

Dallas Public Schools.

NINTH ANNUAL COMMENCEMENT, OPERA HOUSE, FRIDAY
MAY 31ST, 1895, 8 P. M.

PROGRAMME:

PART I.

1. Double Female Quartette.
2. SalutatoryMISS NORWOOD WYNN
3. Class OratorN. MILWEE HARPER
4. Instrumental SoloMISS LOTTIE WEICHSEL
5. Class Historian.....MISS ANNIE HARRELL
6. Vocal Duet.....} MISS ANNIE MAE ELLIOTT
 } E. R. CALLIER
7. "Autobiography of the Writing Tablet"D. C. PATTERSON

PART II.

1. Class Prophet.....ERNEST HOUSE
2. Double Male Quartette.
3. "The New Woman"MISS HELEN ELMORE
4. "The Intuition of Right"E. R. CALLIER
5. Vocal Solo.....MISS ANNIE KIVLEN
6. Valedictory.....MISS EMMA GANZER
7. Annual AddressHON. RICHARD MORGAN
8. Presentation of Diplomas.....PREST. F. M. ERVAY
9. Chorus, "Farewell to School"CLASS

CLASS OF 1895.

Helen Elmore,
Anne Kivlen,
Verona Ennisson,
Louise Howard,
Annie Mae Elliott,
Lottie Weichsel,
Edward Callier,
William Wilson,

Ryda Cox,
Mamie Koch,
Norwood Wynn,
Nelly Allen,
Aleene Tucker,
Annie Harrell,
Clarence Patterson,
Milwee Harper,

Jessie Gallie,
Daisy Maddox
Tyree Cave,
Kate Garrett,
Emma Ganzer,
Vida Heelan,
Chas. Kahn,
Ernest House.

Course of Study

OF THE

PRIMARY GRADES OF THE DALLAS PUBLIC SCHOOLS.

LOW FIRST GRADE.

Reading and Spelling.—Words and sentences from blackboard and from chart for two months: then from McGuffey's Revised First Reader. Easy words and sentences written from dictation. Supplement with Monroe's First Reader.

Numbers.—Teach from objects, numeral frame and blackboard the ideas of addition and subtraction. Develop the ideas of number and of symbols of number from objects. Make the step from concrete to abstract number clear. Use Teacher's Edition of Wentworth and Reed's Primary Arithmetic as a guide, first five chapters.

Language.—By use of objects and pictures teach simple words, names of things, of material and people. Have words written on slates and boards. Teach some uses of capital letters and periods.

Nature Study.—(Two lessons a week.) Fall and Winter—Two or three plants as wholes, grasshopper, caterpillar, butterfly. Dissemination of seeds, falling leaves. Preparation for winter—Nature, man, animals. Thanksgiving. Evergreens. Christmas. The Eskimo. Forms of water—frost, snow, ice. A few simple experiments showing evaporation and condensation.

Related literature.

Make nature study the basis of language work.

Music.—Rote singing. First series of music charts, supplemented with daily exercises from the blackboard.

Drawing.—Practical Drawing, Part I.—Drawings of familiar objects.

Use cards for busy work and language lessons, as well as the regular drawing lesson.

Teach the children how to draw by drawing on the blackboard with them.

Follow directions of Supervisor.

Writing.—Dallas School Writing Tablet, No. 1. Give special attention to position, pencil holding and form of letters.

If slates are used in regular work, they must be properly ruled, and the slate pencil must be in wood, and long enough to be held with ease. Teachers are expected to give pupils as much individual help as possible—writing copies and correcting errors. Specimens to be written in February and May.

Follow directions of supervisor.

Calisthenics.—Have appropriate motion songs and drills in various physical exercises, such as marching, arm, hand and head movements for at least five minutes twice a day.

HIGH FIRST GRADE.

Reading.—Chart and blackboard work with daily drill in phonics. Teach diacritical marks by giving daily drill in most common marks. Complete McGuffey's First Reader. Pay special attention to tones and expressions. Supplement with Swinton's Advanced First Reader and Easy Steps for Little Feet.

[See Calkin's Ear and Voice Training for aid in teaching expression.]

Spelling.—Simple words from board and from reader should be written, marked diacritically and pronounced. Write words in columns, number them and punctuate. Spell names of such objects as are seen in homes and in the school rooms.

Numbers.—Pupils should be thoroughly drilled in counting to 100, and in combining by addition, subtraction, multiplication and division to 10. Teach simple forms of fractions, as $\frac{1}{2}$, $\frac{1}{4}$, etc., making the work concrete. Give drills from objects and from board work. Use Wentworth and Reed's Primary Arithmetic, (Teacher's Edition.) chaps. vi to ix inclusive.

Language.—Drill in reproduction work of suitable character. Teach proper uses of capitals and periods. Copy list of persons, places and things.

Nature Study.—(Two lessons a week.) Spring—Awakening nature. Buds, their arrangement and protection. Germination, the pea. Flowers. Observation of birds. Forms of water—dew, rain, clouds, fog. Observations of one tree.

Related literature.

Make nature study the basis of language work.

[Teachers in primary grades will find these little books a great help: "The House I Live in," "Guide to Health," and "Youth's Temperance Manual," published by American Book company.]

Music.—As in Low Division.

Drawing.—As in Low Division.

Calisthenics.—Twice, at least, each day for five minutes, practice hand, arm and marching exercises with motion songs.

[See Hubbard's Kindergarten Songs.]

LOW SECOND GRADE.

Reading.—McGuffey's Revised Second Reader completed, read at least twice a day, paying particular attention to tones of voice, articulation, pronunciation and enunciation. Strive to have pupils to read *naturally—just as they would talk*. An exercise in oral reading that does not comply with this direction is worse than no oral reading.

Supplement with Golden Book of Choice Reading.

Give much attention to expression.

[See Calkin's Ear and Voice Culture.]

Spelling.—Words from reader and an easy lesson book. Practice diacritical marking. Drill in both oral and written spelling. In oral work strive to develop voice power in distinct utterance of every sound.

Language.—Drill in easy copying and dictation work in connection with reading and nature study. Teach use of capitals, period and question mark. Practice easy letter writing. Choice memory gems should be committed. Remember that memory now is very active and should be trained by use of appropriate language work.

Nature Study.—(Two lessons a week.) Fall and winter—Two or three fall flowering plants as wholes, with special reference to seed formation. Fruits. Cricket, caterpillar, butterfly, spider. Preparation of buds for winter. Evergreens. Further study of the Eskimo. Air, its presence and uses. Winds.

Related literature.

Make nature study the basis of language work.

Numbers.—Use as a guide Wentworth and Reed's Primary Arithmetic. (Teacher's Edition,) chaps. x to xv inclusive.

Music.—Daily practice from chart and blackboard with additional work from First Music Reader.

Drawing.—Practical Drawing, Part II. Models: Sphere, cube, cylinder.

Teach (1) each form as a whole from the models; (2) parts of these forms, as surface, face, edge, corner.

SPHERE: Teach (1) sphere, (2) objects of similar forms, cards 1 to 7 inclusive, (3) surface, (4) face. When practicable have pupils bring into the school room objects spherical in form and use them as the basis of the drawing lesson.

The drawings on card 2 suggest a method of representing the same object in several positions; card 3, grouping.

Have each pupil make a list of spherical objects.

CUBE: Teach cube (1), objects (2) of similar forms, cards 7 to 14 inclusive.

The study of the cube is divided into two parts, showing: (1) face, (cards 7 to 9 inclusive), (2) two faces, (cards 10 to 14 inclusive.)

When one face shows, teach: (1) surface, (2) face, (3) edge, (4) corner, (5) horizontal line, (6) vertical line, (7) diagonals, (8) diameters.

When two faces show, teach: (1) the square, (2) slanting lines, (3) parallel lines, (4) receding lines, (5) four positions of the cube or box, (in front of the eye, card 7; below the level of the eye, card 10; to the left of the eye, card 11, figures 1, 3, 5; to the right of the eye, figures 2, 4, 6), (6) the faces visible in each position.

Lead the pupils to see the outline of the body of birds as represented in figures 3, 6, 5, card 15, is the form of the egg as indicated in figure 1, and that in figure 4 it will be a circle, the same as that of an egg when viewed from either end.

CYLINDER: Teach [1] the vertical cylinder, [2] objects of similar forms, (cards 16 to 20 inclusive), [3] curved line, [4] round surface, [5] curved surface, [6] plane surface, [7] straight edge, [8] curved edge.

Teach drawing the cylinder below the eye and on a level with the eye. Have children point out forms in nature like the cylinder. Let each pupil make a list of all objects based on the vertical cylinder.

Place a section of the class each day at the blackboard. Let some of the best work remain until next lesson.

Encourage drawing in connection with other studies.

Writing.—Lessons alternate with drawing.

Low Second Grade, Dallas School Writing Tablet, No. 2.

Specimens to be written bi-monthly and placed in chart. General directions the same as for first grade.

Follow directions of supervisor.

HIGH SECOND GRADE.

Reading.—Use Swinton's Advanced Second Reader. Drill twice each day, giving careful attention to pronunciation, articulation and emphasis. By some means secure natural tone and expression. Consider quality rather than quantity. Once each week have reading and recitation exercises. Supplementary reading as directed.

Numbers.—Use as a guide Wentworth and Reed's primary Arithmetic [Teacher's Edition], chapters 16 to 24, inclusive.

Spelling.—Drill in oral and written exercises from board, readers, geographies and other sources. As far as possible, teach meaning of words spelled, by use of objects. Each word should be to the child the sign of an idea. Spelling matches may be made profitable.

Memory Gems.—Short, appropriate memory gems should be committed at least three times each week. This should cultivate memory and taste.

Language.—Make nature study the basis of language work.

Nature Study.—(Two lessons a week). Spring—Development of buds. Birds—their return, habits, songs; nests of two or three. Unfolding of leaves, their uses and parts. Germination, the bean. Development of frogs. Flowers—their parts and their uses. Seed formation. Observations of two similar trees.

Related literature.

Music.—As in Low Division.

Writing.—As in Low Division.

Drawing.—As in Low Division.

Calisthenics.—As in previous grades.

LOW THIRD GRADE.

Reading.—Use McGuffey's Revised Third Reader.

Supplementary reading as directed.

[See directions on this subject in preceding grade; also "Calkin's Ear and Voice Training."]

Numbers.—Use Sanford's Primary Arithmetic. Depend for success largely upon having pupils do a great amount of practice in solving and analyzing problems. Supplement the book with numerous examples, being sure to have them of the same grade of work. Pupils should never be discouraged by vain efforts at problems too difficult for them to solve. Remember that pupils are benefitted only by such work as they *do master*. See then, that exercises are within the range of pupils' comprehension, and then have them do well much of this work. Drill on notation and numeration and on the tables. Use as guide Wentworth and Reed's Primary Arithmetic, chapters 22 to 28, inclusive.

Spelling.—Orthography and meaning of all new words in the reading lessons. Lists of words made from the geography and from other sources.

Language.—Reed's Introductory Language Work. In supplementing exercises in this book, teachers should be careful not to give exercises of too high a grade or difficult nature. Remember that the technicalities in grammar should come later in the course. Speaking and writing are arts. Grammar is a science. Art precedes science. This little book aims to train pupils in the art of speaking and writing them correct English. Don't confuse and discourage them by offering them technical terms. Keep within the scope of the book. Within this range have pupils practice, practice, practice. Everything depends upon the pupil's doing the work himself.

Memory Gems.—Have pupils commit at least twenty lines of good poetical and patriotic selections each week. See that the selections are worth remembering and such as pupils will understand and enjoy.

Geography.—Oral. [See King's "Methods and Aids in Geography" for valuable suggestions and plans in teaching geography in any and all grades.]

Nature Study.—[Two lessons a week]. Fall and winter—One composite and one other plant studied and compared. Wasps, bees and their larvae. Fish, turtle or frog, habits and structure. Formation of soil from limestone and sandstone. Fossils.

Related literature.

Music.—First Music Reader, supplementary songs from chart and from other sources.

Drawing.—Practical Drawing, Part III. Models: Half sphere, half cube, (cylinder) and half cylinder, cone.

These are modifications of the models used in Part II. but each form should be taught as a whole from the new model. Teach parts of these forms, as surface, face, curved edge, straight edge.

HALF SPHERE: Teach (1) half sphere, (2) objects of similar forms, cards 1 to 5 inclusive, (3) surface, (4) face, (5) curved edge.

Teach five positions of the half sphere—on a level of the eye, figures 1 and 4, card 2; above the eye, figure 2, card 2; below the eye, figures 3 and 6, card 2; to the left of the eye, figures 9, 10, 11, card 3; to the right of the eye, figure 12, card 3, figure 3, card 5.

HALF CUBE: Teach (1) the half cube, (2) similar forms, card 6, (3) face, (4) rectangle, (5) triangle; applications of half cube such as "three-cornered" stool, chicken coop, pig trough, tent, roofs, etc.

Teach nine positions of the box.

Teach (1) how to move front face of the box in different positions, (2) point of sight, (3) level of the eye, (4) horizontal surface, (5) vertical surface.

CYLINDER: Teach (1) horizontal cylinder, (2) objects of similar form, (3) the three positions of the horizontal cylinder—in front of the eye, figures 1, 4, 7, card 9; to the left of the eye, figures 2, 5, 8; to the right of the eye, figures 3, 6, 9.

Applications of the horizontal cylinder and half cylinder to the left of the eye are given on card 10. Lead pupils to represent these objects to the right of the eye.

CONE: Teach (1) the cone, (2) objects of similar forms, (3) base, (4) apex.

The study of the cone is divided into two parts: When it rests on its base and when the apex points downward.

Teach applications of the cone in each position named, as suggested on cards 11 to 14 inclusive. Have the pupils to tell you of objects manufactured that resemble the cone, objects in nature, etc.

Let pupils write a short description of birds represented on card 15. Ask pupils to bring to school nuts represented on card 17, and draw from the real object.

Lead children to see the type forms in sketches like on cards 18 and 19. Have pupils write a short story or description of each animal suggested by its head on card 20.

Encourage pupils to draw objects they see at home or on their way to school.

Use drawing in connection with other studies.

Follow direction of supervisor.

Writing.—Lessons alternate with drawing.

Dallas School Writing Tablet No. 3, Low Third Grade: penholder with painted or rough clasp; Gillott's pens, No. 404.

Give special attention to position, penholding, position of tablet and form of letters. Five to ten minutes daily should be given to movement exercises.

Specimens to be written bi-monthly and placed in chart. The September and May specimens to be bound in covers.

Follow directions of supervisor.

Science.—Blaisdell's Child's Book of Health from the beginning to lesson 20. Review constantly.

Calisthenics.—Continue as directed in previous grades.

Recitation exercises continued.

HIGH THIRD GRADE.

Reading.—Swinton's Advanced Third Reader. Drill daily with close attention to all elements of good reading. Do not forget that the primary object should be to teach pupils to get the thought from the printed page. A very important, but secondary consideration is the oral exercise, when properly conducted. Have pupils practice concert reading occasionally, also have them memorize and recite choice selections from text.

Arithmetic.—Sanford's Intermediate to Art. 68, and review. See directions for Low Third. Teach rapidity and accuracy of work. Use as guide Wentworth and Reed's Primary Arithmetic, Teacher's Edition, chapters 28 to 30, inclusive.

Language.—Reed's Introductory Language Work. Part I, completed and reviewed. See directions for Low Third. Let each recitation be an occasion for written and oral composition. Require reproduction work, dictation work, story writing and some original composition of a simple nature. Teach criticism of simple errors, as in spelling, neatness, use of capitals, punctuation, etc. Teachers should skillfully direct all exercises, but let pupils do the talking and writing.

Spelling.—As in Low Division.

Geography.—Elementary oral work in combination with various kinds of observation lessons, as form, color, place, direction, etc.

Calisthenics.—Practice daily as directed in lower grades.

Memory Gems.—Have pupils to commit at least twice a week fif-

teen or twenty lines of good poetry or prose, as maxims of great men, etc.

Science.—Blaisdell's Child's Book of Health, from lesson 20 to the end. Review constantly.

Nature Study.—[Two lessons a week.] Spring.—Germination, buds, leaves. Frogs, development and structure. Birds, habits, structure, characteristics. Tree flowers. Observation of two dissimilar trees.

Related literature.

Writing.—As in Low Division.

Drawing.—As in Low Division.

Music.—As in Low Division.

LOW FOURTH GRADE.

Arithmetic.—Sanford's Intermediate to Art. 99.

In supplementary work use as guide Wentworth and Reed's Primary Arithmetic, Teacher's Edition, chapters 31 to 35 inclusive.

Language.—Reed's Introductory Language work to page , and review from first of book. Supplement daily with composition work as indicated in preceding grade.

Spelling.—Reed's Word Lessons from the beginning to lesson 41. Give constant reviews.

Reading.—McGuffey's Revised Fourth Reader to page 117. Drill daily in vocal elements, in reciting, in concert reading. Drill in exercises suitable to develop voice power, as breathing, distinct utterance of difficult sound, etc. See preceding remarks on reading.

Supplementary reading as directed.

Calisthenics.—Daily drills as in lower grades.

Memory Gems and Observation Lessons continued. Oral lessons on animals, plants, laws of hygiene, etc. Read suggestions for lower grades.

Geography.—Maury's Elementary to lesson 21. Drill on drawing plans of house and grounds, plats of towns, counties, etc.

Music.—Second Music Reader. Exercises from the second series of charts.

Drawing.—Practical Drawing, Part IV. Models: Ellipsoid, ovoid. These solids are modifications of the sphere.

ELLIPSOID: Teach (1) ellipsoid, (2) objects of similar forms, cards 2 to 4, (3) horizontal ellipsoid, (4) vertical ellipsoid, (5) slanting or oblique ellipsoid. Have pupils write a list of all objects they can find based on ellipsoid. Ask them to tell you where most forms of this kind are found—in natural or manufactured objects.

OVOID: Teach (1) ovoid, (2) objects of similar forms, cards 2 to 8 inclusive, (3) horizontal ovoid, (4) verticle ovoid.

Lead the pupils to see that an egg, a pear, the body of a bird, the pitcher, jug or vase, etc., are similar in form to the ovoid; the watermelon, potato, plum, vase to the ellipsoid. Insist on accuracy of form and neatness. Draw the ellipse or oval first, then add to or take away such parts as are necessary to complete the drawing.

In geography have pupils draw on the blackboard lakes, islands, bays, etc., and other natural divisions of land and water. Let part of work remain on blackboard until next lesson.

Ask pupils to bring leaves to school from trees at home, and let each make a drawing from the real object. Encourage observation. Lead the pupils to see that all forms can be found in the general type forms.

Encourage sketching outside the school room. Let each pupil make one drawing from an object each week and bring to the classroom. Cards 9 to 20 are good suggestions for such work.

Apply drawing to other studies.

Writing.—Lessons alternate with drawing.

Dallas School Writing Tablet, No. 4: Gillott's pens, No. 404; penholder with rough or painted clasp.

Specimens to be written bi-monthly and placed in chart. The September and May specimens to be bound in covers.

Follow directions of supervisor.

HIGH FOURTH GRADE.

Reading.—McGuffey's Revised Fourth Reader, completed and reviewed. Supplementary reading as directed.

Arithmetic.—Sanford's Intermediate, Arts. 127 to 160 inclusive.

Spelling.—Reed's Word Lessons from lesson 41 to lesson 81. Give constant reviews.

Language.—Reed's Introductory Language Work completed and carefully reviewed from first of book. Daily practice in oral and written composition should be continued. Be careful to suit the exercises to the capacity of the pupils. You may know you are doing this work properly if your pupils are intensely interested.

Geography.—Maury's Elementary to lesson 39, and reviewed from first. Train in map drawing. Supplement from geography, readers and works of travel. [See King's Methods and Aids.]

Calisthenics and music daily. Memory Gems and Observation Lessons as in lower grades.

Writing.—As in Low Division.

Drawing.—As in Low Division.

Music.—As in Low Division.

Course of Study.

FOR THE

GRAMMAR GRADES OF THE DALLAS PUBLIC SCHOOLS.

LOW FIFTH GRADE.

Arithmetic.—Finish Sanford's Intermediate and review.

Composition.—Exercises in narration and description.

Geography.—Elementary to lesson 56, and review from first of book.

Language.—Reed & Kellogg's Graded Lessons in English to lesson 43.

Reading.—Swinton's Advanced Fourth Reader to page 109.

Mental Arithmetic.—Stoddard's to page 55, and review from first. Book in hands of teacher only.

Spelling.—Reed's Word Lessons, from lesson 81 to lesson 124. Give constant reviews.

Physiology.—Blaisdell's How to Keep Well., from the beginning to chapter 6. Review constantly.

Music.—Second Music Reader. Exercises from second series of charts.

Drawing.—Practical Drawing, Part V. Models: Cube and chalk box. Teach the thirteen positions of the cube, faces visible in each position; review surface, face, edge, corner; the three classes of lines, point of sight, cube problems, box problems.

The pupil should study these problems outside of the class and be able to draw them on paper or blackboard in the class-room without a copy. Require the pupil to work from principle. Do not allow copying or the use of a ruler. Place a section of the class at the board each day.

Take up applications of the cube and box. Teach expression: level of the eye line or horizon line; location of point of sight; vanishing points.

General: Lead pupils to make drawings and write about them: to apply their drawing to geography, natural history or other studies. Follow directions of supervisor.

Writing.—Lessons alternate with drawing.

Dallas School Writing Tablet, No 4: Gillott's pens No. 604: penholder with rough or painted clasp.

Specimens to be written bi-monthly and placed in chart. September, March and May specimens to be bound in covers.

Follow directions of supervisor.

HIGH FIFTH GRADE.

Arithmetic.—Sanford's Common School to Art. 129.

Composition.—Narration and description continued.

Geography.—Elementary completed and reviewed from first of book.

Language.—Reed & Kellogg's Graded Lessons in English to lesson 71, and review from first of book.

Reading.—Swinton's Advanced Fourth Reader, finished and reviewed.

Spelling.—Reed's Word Lessons from 124 to lesson 167. Give constant reviews.

Mental Arithmetic.—Stoddard's, to page 81, and review from first of book. Book in hands of teacher only.

Writing.—As in Low Division.

Drawing.—See directions for "drawing" in the Low Fifth.

Music.—As in Low Division.

Physiology.—Blaisdell's How to Keep Well, from chapter 6 to chapter 10. Review constantly.

LOW SIXTH GRADE.

Reading.—Supplementary as directed.

Spelling.—Reed's Word Lessons from lesson 167 to lesson 201. Give constant reviews.

Physiology.—Blaisdell's How to Keep Well, from chapter 10 to chapter 13. Review constantly.

Composition.—Descriptive exercise and letter writing. Give pupils abundant practice in these exercises. Rules and lectures are almost worthless here. Have pupils do the work, guided by the teacher's direction and friendly criticism.

Arithmetic.—Sanford's Common School, to Art. 204, page 219.

Mental Arithmetic.—Stoddard's, to lesson 42. Book in hands of teacher only.

Language.—Reed & Kellogg's Graded Lessons in English, to lesson 96, and review from first of book.

Geography.—Maury's Manual, to lesson 30.

History of Texas.—Through annexation.

Music.—Second Music Reader. Exercises from second series of music charts.

Writing.—Follow directions of supervisor. Material same as in Fifth Grade.

Drawing.—Practical Drawing, Part VI. Models: Cube and cylinder. Review cube.

THE CYLINDER: (1) the vertical cylinder, (2) horizontal cylinder, (3) receding cylinder. Pupils should make models to use in connection with the different cylinder problems.

VERTICAL CYLINDER: Teach the five positions of the vertical cylinder, curved lines, cylinder problems, applications of the vertical cylinder. Each problem should be drawn in at least three positions: (1) below the eye, (2) above the eye, (3) on a level with the eye. Have each pupil to make a list of objects similar to the vertical cylinder.

HORIZONTAL CYLINDER: Teach five positions of horizontal cylinder, cylinder problems, applications. Each problem should be drawn in at least three positions: (1) in front of the eye, (2) at the left of the eye, (3) at the right of the eye. Have pupils make a list of objects similar to the horizontal cylinder.

RECEDING CYLINDER: Teach five positions of receding cylinder, cylinder problems, applications. Have pupils make a list of objects similar to the receding cylinder.

General: Continue drawing in connection with other studies whenever practicable.

Follow directions of supervisor.

Writing.—Follow directions of supervisor. Material same as in the Fifth Grade.

HIGH SIXTH GRADE.

Reading.—As in Low Sixth.

Mental Arithmetic.—Stoddard's, lessons 60 to 75 inclusive. Book in hands of teacher only.

Spelling.—Reed's Word Lessons from lesson 201 to lesson 239. Give constant reviews.

Physiology.—Blaisdell's How to Keep Well. Complete and review the entire book.

Composition.—Continue as in Low Sixth.

Arithmetic.—Sanford's Common School to Art. 280.

Language.—Reed & Kellogg's Graded Lessons in English, completed and thoroughly reviewed.

Geography.—Maury's Manual to page 74 and review from first of book.

History of Texas.—Completed and reviewed.

Physical Culture.

Writing.—As in Low Division.

Drawing.—See directions for drawing in Low Sixth.

Music.—As in Low Division.

LOW SEVENTH GRADE.

Geography.—Manual, to page 102, and review from first.

Reading.—Supplementary as directed.

Spelling.—Reed's Word Lessons from lesson 239 to lesson 264.
Give constant reviews.

Arithmetic.—Sanford's Common School, finished and thoroughly reviewed from first.

Mental Arithmetic.—Stoddard's. Lessons 40 to 60 inclusive.

Language.—Reed & Kellogg's Higher Lessons in English to lesson 46.

History.—United States, Chambers', to page—

Writing.—Material same as in Fifth Grade.

Drawing.—See "Drawing" in Low Sixth Grade.

Music.—Third Music Reader.

HIGH SEVENTH GRADE.

Reading.—Supplementary as directed.

Arithmetic.—Sanford's Higher, to page 178.

Spelling.—Reed's Word Lessons from lesson 264 to the end.
Give constant reviews.

Geography.—Manual. Complete and review with special attention to the mathematical and physical features.

Mental Arithmetic.—Stoddard's. Complete and thoroughly review entire book.

Language.—Reed & Kellogg's Higher Lessons, to lesson 85, and review from first of book.

History.—United States, Chambers', to page—

Writing.—As in Low Fifth Grade.

Drawing.—As in Low Sixth Grade.

Music.—As in Low Division.

EIGHTH GRADE—FIRST TERM.

Reading.—Talisman, Ivanhoe,—Maynard, Merrill & Co's English Classics edition.

Arithmetic.—Sanford's Higher, to page 313.

Spelling.—Give careful attention to this in all written exercises.

Language.—Reed & Kellogg's Higher Lessons, to lesson 192, and review from first of book.

U. S. History.—Completed and reviewed.

Latin—Beginner's Latin Book to lesson ——. [Optional.]

Algebra.—Wentworth's School Algebra.

Writing.—As in Low Fifth Grade.

Drawing.—As in Low Sixth Grade.

Music.—Third Music Reader.

EIGHTH GRADE—SECOND TERM.

Reading.—Merchant of Venice, Enoch Arden—Maynard, Merrill & Co's English Classics edition.

Spelling.—As in Low Eighth.

Language.—Reed & Kellogg's Higher Lessons in English, finished and reviewed.

Arithmetic.—Sanford's Higher, completed and critically reviewed.

Latin.—Beginner's Latin Book completed. [Optional.]

Algebra.—Wentworth's School Algebra.

Writing.—As in Low Fifth Grade.

Drawing.—As in Low Sixth Grade.

Music.—As in Low Division.

HIGH SCHOOL DEPARTMENT.

FIRST YEAR.

CLASSICAL COURSE	SCIENTIFIC COURSE	ENGLISH COURSE
I.	I.	I.
Latin.	Latin.	History of England.
English.	English.	English.
Algebra.	Algebra.	Algebra.
Physical Geography.	Physical Geography.	Physical Geography.
History of England.	History of England.	
II.	II.	II.
Latin.	Latin.	History of England.
English.	English.	English.
Algebra.	Algebra.	Algebra.
History of England.	Botany.	Botany.

SECOND YEAR.

CLASSICAL COURSE	SCIENTIFIC COURSE	ENGLISH COURSE
I.	I.	I.
Latin.	Latin.	General History.
English.	English.	English.
Geometry.	Geometry.	Geometry.
General History.	Zoology.	Zoology.
Civil Government.	Civil Government.	Civil Government.
II.	II.	II.
Latin.	Latin.	American Literature.
English.	English.	English.
Geometry.	Geometry.	Geometry.
Physiology.	Physiology.	Physiology.
General History.	General History.	General History.

HIGH SCHOOL DEPARTMENT—(CONTINUED)
JUNIOR YEAR.

CLASSICAL COURSE	SCIENTIFIC COURSE	ENGLISH COURSE
I.	I.	I.
Latin.	Latin.	Book-keeping.
Greek.	General History.	General History.
Geometry.	Geometry.	Geometry.
Physics.	Physics.	Physics.
English.	English.	English.
II.	II.	II.
Latin.	Geology.	Geology.
Greek.	Political Economy.	Political Economy.
Geometry.	Geometry.	Geometry.
Physics.	Physics.	Physics.
English.	English.	English.

SENIOR YEAR.

CLASSICAL COURSE	SCIENTIFIC COURSE.	ENGLISH COURSE
I.	I.	I.
Latin.	Astronomy.	Astronomy.
Greek.	Psychology.	Psychology.
Trigonometry.	Trigonometry	Trigonometry.
Chemistry.	Chemistry.	Chemistry.
English.	English.	English.
II.	II.	II.
Latin.	Psychology.	Psychology.
Trigonometry — Re-views.	Trigonometry --- Re-views.	Trigonometry --- Re-views.
Greek.	Moral Science.	Moral Science.
Chemistry.	Chemistry.	Chemistry.
English.	English.	English.

Apportionment of Studies

IN THE HIGH SCHOOL.

The distribution of the various studies by years and terms is approximately as follows:

ENGLISH LANGUAGE AND LITERATURE.

[NOTE.—It is understood that any given subject is pursued in all the courses unless otherwise indicated.]

FIRST YEAR.

First Term.—The first seven chapters of Lockwood's Lessons in English.

Second Term.—Lockwood's Lessons in English to be completed and thoroughly reviewed.

SECOND YEAR.

First Term.—Kellogg's Rhetoric to page—.

Second Term.—Kellogg's Rhetoric completed.

Each subject, as presented, should be thoroughly illustrated and followed by a system of exercises supplementary to those of the text, until the pupils evidence a readiness not only in criticism, but likewise in original illustration.

Hawthorne and Lemmon's American Literature.

JUNIOR YEAR.

First Term.—Raub's English Literature to page—.

Second Term.—Raub's English Literature completed, reviewed.

SENIOR YEAR.

First Term.—Whitney's Essentials of the English Language, to page—.

Second Term.—Whitney's Essentials completed and reviewed.

Note.—Throughout the high school course pupils are to have constant and systematic drill in declamation, recitation, reading, composition, debate, original speeches and such other appropriate exercises as will contribute toward a complete mastery of the English lan-

guage, add ease and dignity to the pupils' general bearing, or in any way tend to foster the tastes and accomplishments of cultivated people. At all times and in all classes, but especially in the English and Literature classes, the freest possible use should be made of the high school library. It should be the teacher's constant ally in instilling into the pupils a fondness for wholesome reading.

MATHEMATICS.

FIRST YEAR.

First Term.—Wentworth's School Algebra.

Second Term.—Wentworth's School Algebra completed and thoroughly reviewed.

SECOND YEAR.

First Term.—Wentworth's Plane Geometry from the beginning to Book III.

Second Term.—Wentworth's Plane Geometry from Book III, to Solid Geometry.

JUNIOR YEAR.

First Term.—Wentworth's Solid Geometry to Book VIII.

Book-keeping (English course only.)

Second Term.—Wentworth's Solid Geometry from Book VIII, to the end, and review of both Plane and Solid Geometry.

SENIOR YEAR.

First Term.—Wentworth's Trigonometry to page——.

Sharpless & Phillips' Astronomy (Scientific and English courses only.)

Second Term.—Wentworth's Trigonometry completed. Reviews.

SCIENCE.

FIRST YEAR.

First Term.—Maury's Physical Geography.

Second Term.—Gray's Revised Lessons in Botany (Scientific and English courses only.)

SECOND YEAR.

First Term.—MacAllister's Zoology (Scientific and English courses only.)

Second Term.—Hutchison's Physiology.

JUNIOR YEAR.

First Term.—Gage's Physics from the beginning to—.

Second Term.—Gage's Physics completed.

LeConte's Compend of Geology (Scientific and English courses only.)

SENIOR YEAR.

First Term.—Shepard's Chemistry from the beginning to page—.

Second Term.—Shepard's Chemistry completed.

HISTORY AND CIVIC.

FIRST YEAR.

First Term.—Anderson's History of England.

Second Term.—Anderson's History of England (Classical and English courses only.)

SECOND YEAR.

First Term.—Swinton's Outlines of History (Classical and English courses only.)

Townsend's Civil Government.

Second Term.—Swinton's Outlines of History.

JUNIOR YEAR.

First Term.—Swinton's Outlines of History (Scientific and English courses only.)

LATIN AND GREEK.

FIRST YEAR.

First and Second Terms.—Collar and Daniels Beginner's Latin Book (Classical and Scientific courses only.)

SECOND YEAR.

First and Second Terms.—Harkness' Latin Grammar and Caesar's Commentaries (Classical and Scientific courses only.)

JUNIOR YEAR.

First Term.—Cicero and Grammar (Classical and Scientific courses only.)

White's Greek Lessons and Goodwin's Greek Grammar (Classical course only.)

Second Term.—Cicero and Grammar (Classical course only.)

White's Greek Lessons and Goodwin's Greek Grammar (Classical course only.)

SENIOR YEAR.

First and Second Terms.—Virgil and Grammar (Classical course only.)

Xenophon's Anabasis (Classical course only.)

PSYCHOLOGY, MORAL SCIENCE, POLITICAL
ECONOMY.

JUNIOR YEAR.

Second Term.—Wayland-Chapin's Political Economy (Scientific and English courses only.)

SENIOR YEAR.

First Term.—Baker's Psychology (Scientific and English courses only.)

Second Term.—Baker's Psychology (Scientific and English courses only.)

Moral Science (Scientific and English courses only.)

VOCAL MUSIC AND DRAWING

These subjects will be taught as directed throughout the high school course.

Text-Books Used in the Public Schools.

Monroe's Reading Charts.
McGuffey' Revised Readers.
Reed's Word Lessons.
Swinton's Advanced Readers.
Reed's Introductory Language Work.
Reed & Kellogg's Graded Lessons in English
Reed & Kellogg's Higher Lessons in English
Maury's Geographies.
Sanford's Arithmetics.
Stoddard's Intellectual Arithmetic.
Chambers' History of the United States.
Brown's History of Texas.
Swinton's Outlines of History.
Wentworth's School Algebra.
Wentworth's Geometry.
Wentworth's Trigonometry.
Gage's Physics.
Sharpless and Phillips' Astronomy.
Anderson's History of England.
LeConte's Compend of Geology.
Shepard's Chemistry.
Gray's Lessons in Botany (Revised.)
Hutchison's Physiology and Hygiene.
Kellogg's Rhetoric.
EacAllister's Zoology.
Raub's English Literature.
Townsend's Civil Government.
Lockwood's Lessons in English.
Baker's Psychology.
Wayland-Chapin's Political Economy.
Collar & Daniel's Beginner's Latin Book.
Harkness' Latin Grammar and Cæsar.
Weeb & Ware's Practical Drawing.
Hawthorne & Lemmon's American Literature
Goodwin's Greek Grammar.
White's Greek Lessons.
Wayland's Moral Science.
Mason's National Music Course.
Blaisdell's Physiology.
Dixon's School Drawing Pencils.
Gillott's Pens.

Dallas Public Schools for 1894-95.

J. L. LONG, SUPERINTENDENT.

LIST OF WHITE TEACHERS.

HIGH SCHOOL.

Wm. Lipscomb, *Principal*.

Joseph Morgan, (Boys' Assembly Hall), *Instructor in Mathematics*.

Miss Ruth de Capree (Girls' Assembly Hall), *Instructor in English*.

A. J. James, *Instructor in Science*.

Mrs. G. H. de Jarnette, *Instructor in Latin*.

Miss Sophia Pappenhagen, *Instructor in History*.

Mrs. A. J. James,	<i>Assistant</i> .	Miss Emma McDonald,	<i>Assistant</i> .
S. A. Myers,	"	Miss Hattie Moseley,	"
Miss Matilda Trimble,	"	Miss Sallie Kinnard,	"
Miss Marie Henderson,	"	Miss Mary Bryant,	"
Miss Fannie Gill, <i>Assistant</i> .			

EAST DALLAS SCHOOL.

Mrs. H. Stanbery, *Principal*.

Miss Phoebe Hensley,	<i>Assistant</i> .	Miss Eva Green,	<i>Assistant</i> .
Miss Ella Murphy,	"	Mrs. Mattie O. Webb,	"
Miss Mary J. Ennison,	"	Miss Lizzie Keiper,	"
Mrs. Y. B. Dowell,	"	Miss Lillie L. Martin,	"
Mrs. Jennie Bartlett,	"	Miss Bessie Campbell,	<i>Supernum'y</i> .

CUMBERLAND HILL SCHOOL.

J. A. Brooks, *Principal*.

Miss Willie B. Robinson,	<i>Assistant</i> .	Miss Connie Cooper,	<i>Assistant</i> .
Miss Allie Davis,	"	Miss Berta Cunningham,	"
Miss L. G. Miller,	"	Miss M. S. Mosby,	"
Miss Maggie Stout,	"	Miss Lula Jones,	<i>Supernumerary</i> .

McKINNEY AVENUE SCHOOL.

J. B. Nabors, *Principal*.

Miss Mattie Hallum,	<i>Assistant</i> .	Miss Ella Harrell,	<i>Assistant</i> .
Miss Mattie Harris,	"	Miss M. McKinnon,	"
Miss Affie Johnson,	"	Miss Alice E. Osmond,	"
Miss Emma Seabough,	"	Miss Grace Clouse,	<i>Supernumery</i>

CEDAR LAWN SCHOOL.

A. T. Howell, *Principal*.

S. M. Grubbs,	<i>Assistant.</i>	Miss Nellie McElreath,	<i>Assistant.</i>
Mrs. Eugenia Hamilton,	"	Miss Carrie P. Smith,	"
Miss Ella H. Davis,	"	Miss Kate A. Clark,	"
Miss Leila Trumbull,	"	Miss Kate Garrett,	<i>Supernumer'y.</i>

OAK GROVE SCHOOL.

Miss Emma Halley, *Principal*.

Miss Emma Braswell,	<i>Assistant.</i>	Miss Minnie Bradford,	<i>Assistant.</i>
Miss Dora Schnell,	"	Miss Alice Killebrew,	"
Miss Josie Henderson,	"	Miss Eva Langston,	"
Miss Anna Ridgway,	"	Miss Mae Sweet,	<i>Supernumerary.</i>

SAN JACINTO SCHOOL.

A. P. Vaughn, *Principal*.

Mrs. M. R. Lee,	<i>Assistant.</i>	Miss Ella Strain,	<i>Assistant.</i>
Miss Willo May House,	"	Miss Laura E. Walker,	"
Mrs. Laura Stobaugh	"	Miss Florence Croom,	<i>Assistant.</i>
Miss Ora Crawford, <i>Supernumer'y</i>			

COLUMBIAN SCHOOL.

Miss Leila Cowart, *Principal*.

Miss Sarah Hyman,	<i>Assistant.</i>	Miss Lula Spivey,	<i>Assistant.</i>
Miss Maggie de Capree,	"	Miss Lucy Moore,	"
Miss Nora Wormser,	"	Miss Emma Webster,	"
Mrs. T. M. Simpson,	"	Miss Susie Guyton,	<i>Supernumer'y</i>

ALAMO SCHOOL.

M. H. Moore, *Principal*.

Miss Rosa Miller,	<i>Assistant.</i>	Miss Bessie Cassell,	<i>Assistant.</i>
Miss Katie Stout, <i>Assistant.</i>			

SPECIALISTS.

G. W. Ware, *Director of Writing and Drawing.*Miss Anna Goslin, *Director of Music.*

LIST OF COLORED TEACHERS.

HIGH SCHOOL.

H. S. Thompson, *Principal*.N. J. Anderson, *Assistant*. Miss E. P. Alexander, *Assistant*.

Miss Adlissa Littlejohn, " Miss E. M. Lowry, "

Mrs. A. B. Rutherford, " Miss Julia L. Caldwell, "

J. W. Halloway, *Assistant*.Miss E. O. Hall, *Supernumerary*.

SCHOOL NO. 1.

J. W. Ray, *Principal*.Miss M. E. Griffin, *Assistant*. Miss C. L. Jackson, *Assistant*.Miss Clara Pittman, *Assistant*.

SCHOOL NO. 2.

N. W. Harlee, *Principal*.W. A. Boswell, *Assistant*. Mrs. E. E. Ewell, *Assistant*.Mrs. Fred K. Chase, *Assistant*.

SCHOOL NO. 3.

J. P. Starks, *Principal*.Mrs. N. B. Balay, *Assistant*.

Amendment

TO THE CHARTER OF THE CITY OF DALLAS.

PASSED BY THE LEGISLATURE MARCH, 1893.

SEC. 161. That the city public schools shall be under the management and control of a board of school directors composed of the mayor, and one member from each ward, which said members, with the exception of the mayor, shall be elected at the general elections of the city, and shall hold their office for the term of two years, and serve without compensation; provided, that this section shall in no way interfere with the term of office of any of the present members of said board, except the members from such wards as may be changed or established prior to the next general election; and provided, that the members of said board who shall be elected from such wards as may be changed or established prior to said election shall, in such manner as said board may determine, as soon after said election as practicable, divide themselves into two classes, one of which said classes shall serve for one and the other for two years, and until their successors are elected and qualified. Any vacancy on said board shall be filled in conformity with the ordinance regulating special elections. Said board of school directors shall have exclusive control of the public schools of the City of Dallas and shall have full and ample power to provide necessary school buildings and facilities, and to open and conduct a sufficient number of schools to meet the wants of the scholastic population of the City of Dallas, so far as they can do so by prudent and judicial application of the means made subject to their administration and management.

Among the powers hereby conferred on said board of school directors the following are for greater certainty enumerated: To contract for, lease and purchase lots and to construct buildings for school purposes, and to make all needed repairs and alterations in the same; to furnish said school buildings with all appropriate furniture, fixtures and apparatus: to lay off the city in such school districts as in the judgment of said board shall be proper; to increase or diminish said districts and to change the boundaries thereof at pleasure: to employ superintendents, teachers and such other persons as may be necessary, and to fix their compensation and prescribe their duties, and establish all regulations and rules deemed necessary by the board to provide and maintain an efficient system of public schools in

the City of Dallas. Said board of school directors shall, annually at such times as may be fixed by the city council, file with the mayor and city council an official statement of the amount of money, as nearly as can be estimated by said board, which will be needed to pay the cost of maintaining the public schools for the next succeeding scholastic year, exclusive of money, if any, derivable from the state or any other source; provided, the amount required by said board shall not, in any one year, exceed one-fourth of one per cent of the taxable values of the City of Dallas. When said statement shall be filed by said board the city council shall, in such sums and at such times as the school board may determine are necessary to meet the requirements of said board for defraying the expenses incurred, appropriate out of the funds of the city as far as collected, the amount required by said board for school purposes, which said sums, together with all sums received from the state, county and other school funds shall be held in the city treasury, subject to the order and disbursement of the school board, and shall be paid out upon warrants issued by order of the school board, and signed by the president, attested by the secretary and countersigned by the mayor. The mayor and city council shall have the right at any time to demand of said school board an account of all sums received, disbursed and expended by them for school purposes, accompanied by vouchers, data and all other information deemed necessary to enable the city council to ascertain the cost, necessities and expenses of said public schools.

AMENDMENT PASSED BY THE LEGISLATURE

APRIL 27, 1895.

The members of said Board elected at each annual election shall qualify and enter upon their duties as such members on the first Monday in July next after such election, or as soon thereafter as practicable.

Rules

FOR THE

Government of the Public Schools.

SECTION I.

THE BOARD OF DIRECTORS.

1. *Organization:* The Board shall organize on the first Monday in July or as soon thereafter as is practicable by the election of a President and Vice-President and a Secretary whose term of office shall be for one year.

2. *President:* It shall be the duty of the President to preside over all meetings of the Board, preserve order and see that parliamentary rules are observed.

He shall appoint all standing committees as soon after organization as is practicable, and shall do and perform all duties usually devolving on the presiding officer of deliberative bodies.

The President shall be ex-officio a member of all standing committees. At the expiration of his term of office, he shall make to the Board of Directors a report of the condition and progress of the schools, and make such recommendations to that body as he may deem advisable for the future needs of the Department of Education.

3. *Vice-President:* The Vice-President shall, in the absence of the President, preside over the meetings of the Board, and in such cases shall, pro tem., succeed to all the authority and powers of the President.

4. *Secretary:* It shall be the duty of the Secretary to attend all meetings of the Board of Directors, and to keep the minutes and a correct record of all the proceedings of the Board in a book provided for that purpose. He shall keep a correct record of all bills, accounts and pay-rolls approved by the Board. He shall assist committees in preparing their reports, take charge of the same and dispose of them as the Board may direct; keep a correct account with each separate school building in the name of the principal thereof, as to amount and kind of supplies delivered, amount of fuel, and all other matters of interest to the Board, and perform such other duties as may be required by the Board.

He shall have his office in the Superintendent's office and shall preserve and keep in order all books, papers, documents, records and files of said Board, and shall have the custody of the seal of the Board and attest with the same all of the official correspondence of the Board.

He shall have his office open from 1 p. m. to 5 p. m., and his compensation shall be fifty dollars per month.

5. *Treasurer*: It shall be the duty of the City Treasurer to place all funds coming into his possession for the use of the public schools, whether from the state, county or city to the credit of the Board of Directors and disburse the same only upon warrants drawn by the President, attested by the Secretary of the Board and countersigned by the Mayor. It shall also be his duty to render monthly and annual statements of this fund to the Board.

6. As soon after the annual organization as practicable the President shall appoint the following Standing Committees:

- (1.) Committee on Finance and Insurance.
- (2.) Committee on Supplies.
- (3.) Committee on School Property and Repairs.
- (4.) Committee on Rules, Grievances and Complaints.
- (5.) Committee on Scholastic Census.
- (6.) Committee on Text-Books.
- (7.) Committee on Nomination of Teachers.
- (8.) Committee on Visiting.
- (9.) Committee on Libraries.
- (10.) Committee on Auditing.
- (11.) Committee on Fuel and Janitors.
- (12.) Committee on Salaries.

7. There shall be one regular meeting of the Board in the council chamber of the city hall on the first Monday in July of each year, and one regular meeting on the first Monday after the close of each scholastic month at 8 p. m. The President shall have the power of calling a meeting of the Board at any time, when in his judgment there is a necessity therefor, and it shall be his duty to call a meeting when any three members of the Board shall in writing request him to do so. The President shall, in person or in writing, give to each member due notice of all called meetings of the Board. A majority of the whole number of members is necessary to form a quorum, but a smaller number may adjourn from day to day.

8. The business of the Board shall be conducted in the following order:

- (1.) Roll call.
- (2.) Reading of the minutes.
- (3.) Petitions and communications.
- (4.) Superintendent's monthly report.
- (5.) Reports of standing committees.
- (6.) Reports of special committees.
- (7.) Unfinished business.
- (8.) New business.
- (9.) Adjournment.

9. When a member is about to speak in debate, or desires to present any matter to the Board, he shall arise from his seat and respectfully address the President, and shall confine himself to the question under debate, and at all times avoid personalities. No member shall speak over five minutes on a motion or matter under discussion, or more than once until all members desiring to speak shall have spoken, nor more than twice without the consent of the Board.

10. The Board, in all matters not otherwise specified, shall be subject to the general rules of parliamentary law.

11. Every member of the Board who is present when a question is put shall give his vote unless excused by the Board. The President shall have a vote on all questions. An appeal may be taken from the decision of the chair, and any member may call for the ayes and nays on a question.

12. No member, while the Board is in session, shall leave without the permission of the President.

13. All matters presented as new business shall be referred to the proper committee without discussion, except by the consent of a majority of the Board.

14. All committees shall report in writing.

15. No rule shall be suspended except by unanimous consent.

16. No rule shall be amended or abolished except by two-thirds vote of the Board.

17. All employes shall be subject to removal for cause by a majority vote of the Board.

18. No member of the Board shall receive compensation for services rendered as School Director, nor shall the board or any committee thereof enter into any contract with any member of the Board for work or supplies to be done or furnished the public schools of the City of Dallas, or have any member to do or supply anything for or to the public schools out of which contract, work or supplies such member would be financially profited.

DUTIES OF STANDING COMMITTEES.

1. *Committee on Finance.* The Finance Committee shall prepare the annual estimate of the money to be appropriated by the city council as required by the amendment to the charter. It shall make monthly reports to the Board of the condition of the school fund and an estimate of the sum needed for maintaining the school for the ensuing month. It shall, under the direction of the Board, transmit to the city council a statement of the full amount required of the city, and give all attention necessary to procure the appropriation needed. It shall, at the first meeting in July, submit a detailed statement of all transactions of the preceding year. It shall also be the duty of this committee to keep all school buildings, furniture and fixtures fully insured in approved companies and in such amounts as the Board may direct.

2. *Committee on Supplies.* On or before September 1st, the Committee on Supplies shall furnish the Board an estimate of the supplies needed for the schools for the ensuing year, and, if necessary, advertise for bids. All contracts made for supplies shall stipulate that the contractor shall furnish the supplies in such quantities and at such times as the committee shall require, payment to be made monthly for the supplies furnished for the preceding month. All other supplies required shall be purchased on the written requisition of the Superintendent of the schools, provided that the committee shall not make any purchases except upon order of the Board, where the same exceeds ten dollars in the aggregate.

3. *Committee on School Property, Etc.* It shall be the duty of the Committee on School Property and Repairs to examine the school buildings from time to time, and to recommend to the Board such repairs and alterations of buildings and their appurtenances as they may deem proper. They shall have charge of all repairs ordered by the Board, and shall estimate the cost of all necessary work and repairs to be done in and about any of the school houses and premises, and report the same to the Board, and see that work is done in accordance with the bids or contracts therefor, provided that the committee shall not order any repairs or work done on its own motion, when the cost thereof shall exceed ten dollars in the aggregate.

4. *Committee on Rules, Etc.* It shall be the duty of the Committee on Rules, Grievances and Complaints to receive through the Superintendent and investigate complaints, grievances and appeals coming from principals, patrons and teachers of the schools, and report the result of their investigation to the Board with recommendations. It shall receive the reports of the Superintendent upon the inefficiency or misconduct of teachers, and only charges confirmed by a thorough investigation on the part of the committee shall be reported to the Board. The committee shall, in conjunction with the Superintendent,

arrange and compile the annual reports of the Superintendent and President of the Board of Directors, which shall embrace all the rules, regulations, course of study of the schools and such other data as to them may seem useful and proper, and to publish the same annually in neat pamphlet form at the close, as nearly as practicable, of each scholastic year.

5. *Committee on Scholastic Census.* The Committee on Scholastic Census shall consist of one member from each ward. To each member of the committee shall be assigned the supervision of the taking of the scholastic census of his ward. Compensation may be such as the Board may determine. The final report properly arranged and tabulated, shall be made to the Board on or before the first day of June.

6. *Committee on Text-Books.* It shall be the duty of the Committee on Text-Books to recommend text-books to be used in the schools, and it shall from time to time suggest such changes as it may consider desirable. Any proposition for change of text-books shall be referred to this committee and it shall be its duty to consider the proposed change and report to the Board.

7. *Committee on Teachers.* The Committee on the Nomination of Teachers shall, in conjunction with the Superintendent, carefully consider the testimonials and certificates of all applicants for positions as teachers, and make nominations to the Board from among persons holding certificates of competency under the provisions of the rules regulating the public schools.

If the persons so nominated are approved by a majority of the Board they shall be employed.

If any be not approved, the Committee and the Superintendent shall proceed to nominate others until the necessary number be secured.

8. *Committee on Visiting.* The Committee on Visiting shall consist of one member from each ward with the Mayor as chairman. This committee shall be divided into sub-committees of one member each, and to each sub-committee shall be assigned the duty of visiting one or two of the nearest schools, diligently observing the mode of teaching and the kind of discipline and reporting to the Board at each regular meeting, with such recommendations as it may deem of interest to the Board.

9. *Committee on Libraries.* The Committee on Libraries shall supervise the selection, purchase and distribution of books and book-cases for libraries of the public schools. It shall make to the Board such recommendations as it may deem advisable for the extension and protection of the libraries; examine from time to time the condition of the books and book-cases and report to the Board any abuse or lack

of proper care and use of same that may be observed, and exercise a general supervision over the use and management of the libraries.

10. *Committee on Auditing.* It shall be the duty of the Auditing Committee to examine and audit all claims and report the same to the Board with approval or disapproval as the case may be. It shall also make a thorough examination of the books of the Secretary and Treasurer semi-annually, in February and July, and report the condition thereof to the Board.

11. *Committee on Fuel and Janitors.* On or before September 1st, the Committee on Fuel and Janitors shall furnish the Board an estimate of the fuel needed for the schools for the ensuing year, and if necessary, advertise for bids. All contracts made for fuel shall stipulate that the contractor shall furnish the fuel in such quantities and at such times and places as the committee shall require, payments to be made monthly for the supplies furnished for the preceding month. Said committee shall have control of all janitors of buildings and shall fill vacancies for the time being, subject to the approval of the Board. They, in conjunction with the chief janitor, shall appoint sub-janitors for all buildings of less than eight rooms.

12. *Special Committees.* Special committees with specific duties may be appointed from time to time. It shall be the duty of all special committees to report to the Board at the first meeting after their appointment. The supervision of the construction of improvements made by the Board shall be by special committees, whose duty it shall be to become thoroughly acquainted with the terms of contracts, and to closely and frequently inspect the quality of material used and the character of the work done, and to require a faithful and specific performance of the contract, making report from time to time of the progress of the improvement.

SECTION II.

DEPARTMENTS.

1. The schools are divided into Primary, Grammar and High School Departments.

2. In the Primary Department, comprising the first four grades, are taught: Spelling, Reading, Arithmetic, Language, Geography, Writing, Composition, Drawing and Vocal Music.

3. In the Grammar Department, comprising the 2nd four grades, are taught: Geography, Grammar, Natural History, Arithmetic, History of the United States, History of Texas, Composition and Declamation, Writing, Drawing, Latin and Vocal Music.

4. In the High School Department, comprising the last four years of the course, are taught: The higher English branches, History,

Latin, Physical Geography, Mathematics, Natural Philosophy, Chemistry, Geology, Composition and Declamation, Drawing, Writing, Mental Philosophy, Political Economy, Botany, Vocal Music and Physiology, including the effects of alcoholic stimulants and narcotics on the human system.

SECTION III.

SESSIONS.

1. The yearly session commences on the third Monday in September and continues through nine scholastic months, omitting the Christmas holidays; provided, the School Board shall have the right whenever in their judgment there is good and sufficient cause to suspend any or all of the schools for such period of time as they may deem necessary, and no teacher or janitor shall be entitled to salary during the time of such suspension.

2. The daily sessions shall be from 9 a. m. to 3:30 p. m., except for the first four grades. For the first and second grades it shall end at 2 p. m., and for the third and fourth grades at 3 p. m. There shall be an intermission of one-half hour at noon and fifteen minutes each morning and afternoon.

SECTION IV.

HOLIDAYS.

The holidays shall be as follows: February 22nd, April 21st, December 25th to January 1st, inclusive.

SECTION V.

GRADUATION.

1. Students who fail to make an average of 70 in all the studies pursued in the senior year, or who fail to make an average of 50 in any one of such studies, shall not be permitted to graduate. In determining the students' fitness for graduation their monthly averages shall be considered as having more value than their final examination averages.

2. Upon the completion of the course of study, as outlined in the High School curriculum, and on the approval of the Superintendent of schools, a diploma will be granted to the one completing such a course and receiving such approval. Such diploma shall be signed by the President of the Board, attested by the signature of the Secretary and the seal of the Board, and by the Superintendent of schools and faculty of the High School.

SECTION VI.

ELECTIONS AND SALARIES.

1. On the third Monday in April, or as soon thereafter as practicable, the Board shall elect a Superintendent for the public schools, who shall receive a salary of \$2,000 per annum, payable in equal monthly payments, and whose term of office shall be two years, beginning with the first day of the following July.

2. The election of teachers and principals shall be held on the first Monday, or as soon thereafter as practicable, after the annual commencement.

3. Neither the Superintendent, nor any principal or teacher shall be elected by less than seven affirmative votes. Provided that whenever by reason of resignation or any other cause, there are two or more vacancies in the Board, then employes shall be elected by the vote of a majority of the members at the time.

4. There shall be elected annually by the Board a janitor for each building.

5. The salaries of all principals, teachers and janitors shall be fixed prior to their election, and shall in no case be changed after acceptance, which said acceptance shall be filed with the Secretary of the School Board within twenty days after date of notice, and said employe shall sign and accept the following contract, to-wit:

6. Contract made and entered into this.....day of18.., by and between the Board of Trustees of the Public Schools of the City of Dallas, of the first part, and....., of the second part, Witnesseth:

That the party of the first part hereby employs the said.....
.....as a Teacher in the Public Schools of the City of Dallas,
for the Scholastic Year beginning the day of18..
and ending the.....day of.....18.. at a salary at the
rate of \$..... per month during such period of time as the schools
may be in session.

That the said.....undertakes and promises to teach in said schools to the best of ...skill and ability, and to conform in all things to the By-Laws, Rules and Regulations of said Board of Trustees, which are specially made a part of this contract.

Signed.....day of....., 18..

.....President.

.....Secretary.Teacher.

SALARIES.

The following schedule of salaries has been adopted by the Board:

WHITE SCHOOLS.

Teachers of One Year's Experience, \$45 per month.					
"	"	Two	"	"	50 " "
"	"	Three	"	"	55 " "
"	"	Four	"	"	60 " "
"	"	Five	"	or more	65 " "
High School assistants in charge of study halls, .....\$100 per month.					
"	"	"	not	"	"
"	"	"	"	"	"
"	"	"	"	"	90 " "
Principals of Four Room Buildings, 80 " "					
"	"	Eight	"	"	100 " "
"	"	Ten	"	"	110 " "
Principal of High School, 150 " "					
Supervisor of Writing and Drawing 100 " "					
Supervisor of Music, 75 " "					

Supernumeraries shall receive a salary of \$15 per month and \$2.25 per day for supplying the places of absent teachers (except in case of visiting teachers) provided the aggregate does not exceed \$45 per month.

COLORED SCHOOLS.

Teachers of One Year's Experience, \$30 per month.					
"	"	Two	"	"	35 " "
"	"	Three	"	"	40 " "
"	"	Four	"	"	45 " "
"	"	Five	"	or more	50 " "
Principal Colored High School.....\$85 " "					
"		4 room building			70 " "
"		2 " "			65 " "

In electing new teachers, experience in other schools may be considered, provided such experience is shown, to the satisfaction of the Committee on Teachers, to have been successful.

JANITORS.

Head Janitor .....\$60 per month.					
Janitor of a building of more than 8 rooms..... 50 " "					
Janitor of 8 room buildings..... 40 " "					
Janitor of Alamo building..... 25 " "					
Janitor of 4 room buildings..... 12 " "					
Janitor of 2 room buildings..... 6 " "					

SECTION VII.

SUPERINTENDENT.

1. The Superintendent is the executive officer of the Board, and shall act under its advice and direction. He shall attend all meetings of the Board, and take part in the deliberations, but shall not be allowed to vote on any question.

2. He shall conduct the normal classes and shall exercise a constant personal supervision over all the schools, and visit every room in each of them at least once a month.

3. He shall make a monthly report to the Board of the absence or tardiness of any of the teachers, either from the regular school duties or from attendance upon the normal class, and he shall make an annual report to the Board of the general condition and progress of the schools.

4. He shall have power to suspend any pupil for persistent violation of school regulations, or when the example of such scholar is injurious to the school. In such cases he shall notify the parent or guardian, and also the Board of School Directors, to whom an appeal may be made. The power of expulsion shall rest with the Board.

5. He shall determine the forms of all registers, records and blank books used in the schools, see that they are of uniform pattern, and have charge of their distribution to teachers.

6. He shall be in the office of the Superintendent between the hours of 3:30 and 4:30 p. m. on school days, and from 2:30 to 4:30 p. m. on Saturdays, to attend to such business as appertains to his department.

7. It shall be his duty, as soon as practicable after the election of teachers, to assign each to the position he thinks said teacher best qualified to fill. He shall have power at any time during the session to make any changes in the assignment of teachers which he may deem advisable and for the interest of the schools.

8. It shall be the duty of the Superintendent when he doubts the qualifications, efficiency or fitness of any member of the teaching force to report the same to the Committee on Rules, Grievances and Complaints.

SECTION VIII.

PRINCIPALS.

1. Every Principal of a ward school shall have an intermediate certificate or some certificate of higher grade or rank.

2. The Principal of each school shall, under the direction of the Superintendent, be responsible for the observance and enforcement of

the general rules and regulations in his school; and, by and with the advice and consent of the Superintendent, he may make and enforce such special regulations as he may deem advisable.

3. The Principal of each school shall examine, classify and assign to proper grades all pupils who may rightfully apply for admission into his school. For the discharge of this duty, he shall be at his building the two school days next preceding the opening of each annual session.

4. When the Principal doubts the age, residence or other qualification of a child, affecting his rights to receive the benefits of the public schools, he may require the presence of the parent or guardian who shall in a written statement give satisfactory evidence of the child's right to be admitted. Until the parent or guardian complies with this rule the child in question may be excluded from the school.

5. It shall be the duty of the Principal of the school to keep all school records according to prescribed forms, and to make all reports required by the Board and Superintendent; to visit, as often as practicable, the rooms of assistant teachers; to advise with teachers and to assist them in regard to the best methods of discipline, instruction and the arrangement of exercises; to have the general management of the school in his or her charge, and to see to the maintenance of good order in the building, on the premises and in the neighborhood thereof; to have personal care of all school property, furniture, apparatus, fences, walks, shade trees, out buildings and yard, and to secure the greatest possible neatness and cleanliness in and about the buildings and premises.

6. Principals shall promptly attend to all cases of misconduct reported to them by their teachers, carefully examine the facts in the case, and advise or administer the appropriate remedy. Principals shall have power to suspend pupils until the Superintendent can be notified; and the cause of suspension shall be transmitted within twenty-four hours to the parent or guardian and to the Superintendent who shall take immediate action thereon.

7. It shall be the duty of Principals to be at their respective buildings at least thirty minutes before the time fixed for opening the daily session, to register the time of arrival, and see that pupils do not assemble in, at or about the school grounds earlier than thirty minutes prior to the opening of the daily session.

8. Whenever, for any cause, a school shall be dismissed before the usual hour for closing, it shall be the duty of the Principal to report to the Superintendent with the reasons for such dismissal.

9. Principals shall, at the close of each scholastic year, report to the Superintendent the progress and condition of their respective schools and make such recommendations as they may deem advisable and expedient; and they shall file with the Secretary of the Board, a list approved by the Superintendent, of all supplies needed by their respective schools for the next scholastic year.

10. It shall be the duty of the Principal to report to the Superintendent at the close of each week any neglectful, inattentive, inefficient, or otherwise unsatisfactory official conduct on the part of his teachers or janitor, which report shall, at the request of the Superintendent, be written and filed in the Superintendent's office. It shall be his duty at the close of the school year to report to the Superintendent upon the general condition of each class and the efficiency in discipline and instruction of each teacher.

11. It shall be the duty of Principals to report to the Superintendent all non-resident pupils entering their respective schools, giving name, age, place of residence and name of parent or guardian of each pupil; and also to collect the tuition of such pupils and pay the same over to the Superintendent. Principals shall be held responsible for the tuition of such pupils remaining in their schools whether reported or not reported to the Superintendent.

12. In addition to the duties of Principals heretofore set forth, the Principal of the High School shall perform the following duties:

He shall be Assistant Superintendent and shall perform the duties of Superintendent when the Superintendent may be sick or absent from the city, and whenever required by the Board for other reasons.

13. Any Principal violating any of the rules of this Board may be punished by temporary suspension, or dismissal from position, at the discretion of the Board.

SECTION IX.

TEACHERS.

1. It is the duty of all teachers in each school to co-operate with and assist the Principal in the maintenance of proper order, study and discipline among the pupils.

2. The teachers of the several schools shall devote themselves at all times faithfully and, during school hours, exclusively to the duties of their stations. They shall give careful and constant attention to the instruction, discipline, manners and habits of their pupils,

and they shall, in turn, be present on the grounds with the pupils at recess. They shall take care that no damage be done to the building, furniture, apparatus, or any other description of school property; and when injury shall be done them, they shall give prompt notice of the same to the Principal.

3. All teachers are required to open and remain in their respective school rooms at least thirty minutes before the time of opening school each morning. Teachers failing to comply with this rule shall report themselves as tardy to the Principal. They shall not permit disorder, unnecessary noise, or any rude conduct in the room at any time, and shall never allow pupils to remain in the school rooms, except during their presence, or under some regulation for securing order that has been approved by the Principal.

4. All teachers are required to enter upon the opening exercises of their respective rooms at the precise minute appointed, and in no case, except in cases of unforeseen necessity, shall they dismiss the pupils earlier than the appointed time, or for any day or part of a day without permission from the Superintendent.

5. In all cases of absence the absentee shall file with the Superintendent a statement in writing, explaining the cause of such absence, and shall suffer a forfeiture of pay for the time lost, unless excused by the Board.

6. The teachers may, for the purpose of observing the modes of discipline and instruction, visit any of the public schools of the city, but such visits are not to be made oftener than twice a year, and only under the permission of the Superintendent.

7. The teachers shall attend to the physical education and comfort of the pupils under their care. When from the state of the weather, or other causes, the recess in the open air shall be impracticable, the children may be exercised within the rooms, in accordance with the best judgment and ability of the teacher.

8. Teachers shall be kind and courteous to their pupils, requiring of them in return politeness and prompt obedience. They shall aim at such discipline as would be used by a wise and kind parent, avoiding severe punishment in all cases where milder means can be made effectual. It is strictly enjoined upon teachers to avoid all appearance of anger and indiscreet haste in discipline, and in all the more difficult cases to apply to parents for their co-operation, and to the Principal or Superintendent for advice and direction.

9. No subscription or contribution shall be allowed in the public schools, nor shall any teacher receive a present from the pupils in the public schools.

10. No teacher shall read, or allow to be read, any advertisement, or allow any advertisement to be distributed in the schools or upon the school premises. No agent shall be allowed to announce any public entertainment, nor is any one to take up the time of the schools by lectures of any kind.

11. At the close of the school, every day, it shall be the duty of each teacher to notify the parent or guardian of every pupil, without exception, who was absent or tardy in attendance. Printed forms of these notices shall be supplied by the Superintendent, and all such notices shall be sent by mail or served by the teacher personally.

12. All teachers shall acquaint themselves with the regulations of the School Board, and co-operate with the Principal and the Superintendent in their enforcement.

13. Any teacher violating any of the rules of this Board may be punished by temporary suspension, or dismissal from position, at the discretion of the Board.

14. No teacher shall suggest to any pupil the name of any book-dealer, or firm of book-dealers from whom to purchase any books, etc., needed in the schools.

15. It shall be the duty of supernumeraries to constantly attend upon the schools to which they are assigned by the Superintendent; and to take the place of permanent teachers when they are absent from their rooms. Provided that no supernumerary shall receive extra compensation for taking the place of a regular teacher who is absent visiting other schools of the city with the consent of the Superintendent.

16. Teachers resigning their positions in the schools shall notify the Superintendent fifteen days in advance of such resignation; otherwise they shall forfeit their salary for that length of time; provided, that when some unforeseen necessity renders it impossible to give such notice, then the teacher may be released from such forfeiture upon satisfactory explanation to the Board.

17. The marriage of any female teacher after election, or during the scholastic term, shall be considered a resignation and cancellation of her contract without further notice.

18. In addition to their regular work, teachers of departments in the High School may be assigned such other classes as the Superintendent and Principal of High School may find necessary or expedient.

SECTION X.

DEPARTMENT SUPERVISION.

1. The Supervisors of Departments shall, under the Superintendent have general charge of the work in their specific departments.

2. It shall be the duty of the Department Supervisors to advise and instruct teachers in regard to the work in their respective departments, both in private and in meetings of the teachers of the various grades held under the direction of the Superintendent.

3. They shall carefully inspect the instruction given by teachers and the results of such instruction as shown in the work of the pupils; and shall also give model lessons in the school rooms so that the teachers may better understand and carry out their general plans of instruction.

4. Supervisors shall register the exact time of their arrival at each school, and shall report to the Superintendent at the close of each scholastic month all absence, tardiness or other irregularity in their attendance.

5. They shall at the close of each school year, and at other times if desired, present to the Superintendent a full report of the work of their departments, with such suggestions and recommendations as to changes in the course of study and methods of teaching as will tend to the improvement of the work in their respective departments.

SECTION XI.

TEACHER'S NORMAL INSTITUTE.

1. There shall be two normal institutes for the instruction of the teachers of the public schools of the city; one for the teachers of the white schools, the other for the teachers of the colored schools.

2. All teachers of the public schools of the city shall be required to attend the institutes, and all other meetings, regularly and punctually, and to prepare such exercises as may be prescribed by the Superintendent. Absence from institutes, or other meetings, shall be considered as absence from school.

3. Each class shall meet as often as required by the Superintendent, and at such time and place as he may appoint, provided such hour be chosen as shall not conflict with the regular daily sessions of the schools.

4. The exercises shall be conducted with special reference to the practical work of teaching, and the members of the respective classes

are required to prepare themselves thoroughly and with a view to their daily duties.

SECTION XII.

DUTIES OF PATRONS AND PUPILS.

1. Patrons are earnestly requested, and they are urged, to send their children regularly to school after they have been once enrolled. It is their duty to see that they are punctual in attendance. At the opening of school in September, the regular term time of admission, parents should have their children enrolled, that they may be properly classified. A delay of a few days is felt throughout the session; it produces confusion in organization and classification.

2. The seat of a pupil who is continually absent or tardy will not be kept reserved, nor shall it be reserved to the deprivation of others who may desire to occupy it. To be irregular is to make no satisfactory progress. An excuse, in writing, must be brought to the teacher, signed by the parent or guardian for each case of tardiness or absence of the child, and must state some reason for the pupil's absence or tardiness. In case such excuse is not presented by the child, then the teacher shall refer the case to the Principal, who, at his discretion, may decline to re-admit the child for that day or till such excuse shall be presented.

3. Pupils absent more than three times, or tardy more than three times, or absent and tardy more than three times in four consecutive weeks without good excuse, may be referred to the Superintendent, and at his discretion be suspended. The only excuse considered good shall be sickness or some other reasonable excuse.

4. Parents shall furnish their children with all the books and stationery required by the rules of the schools, and no child not thus furnished shall be continued.

5. No pupil shall be allowed by the teacher to use the books and school material of another pupil. The books of pupils shall be examined repeatedly by the teachers, to see that the name of the owner is written once and only once; and other writing, marking or defacing shall be punished by demerit under the head of "neatness."

6. It is the duty of parents to see that their children, in attending school, are neat and clean in person and dress.

7. It is also their duty to teach their children lessons of obedience to the constituted authorities of the school and subordination to the rules thereof, as no child will be retained whose conduct is refractory and whose intention is not to submit to the government and discipline of the schools.

8. Pupils are required to be faithful in the performance of their school duties; to attend to the lessons assigned to them to be prepared at home, and in school to give exclusive, constant and quiet attention to their own proper business.

9. Delinquency in recitation, when from tardiness, obstinacy or other cause, must be made up either at recess or after school hours, at the option of the teacher; but no pupil shall be detained for this purpose more than thirty minutes after the dismissal of the class.

10. Pupils shall not be permitted (except in urgent cases or on written request of parents or guardians) to leave school to attend to other duties, nor to leave the school grounds at intermission without permission.

11. Pupils who shall deface or injure the school property shall pay in full for all damages, and failure to do this within one week shall subject them to suspension by the Principal.

12. During the regular exercises of the school, pupils are required to abstain entirely from communication with one another, by speaking, writing or by signs, without special permission of the teacher.

13. Pupils who shall, from indolence, irregularity, or inability, fall behind in their studies, shall not be advanced with their classes, unless by special effort they regain their standing.

14. In all grades from the Low First to the Low Eighth inclusive, the pupils' fitness for promotion at the close of the term shall be determined by the teachers' estimates of their daily work, provided that in case of dissatisfaction a special examination may be given by the Principal, on the application of the parent or guardian. Pupils of the High Eighth grade and of the High School department, shall be required to pass an examination at the close of each term.

15. Pupils who leave the school before the close of the school year shall not be permitted to join their respective classes until they have passed a satisfactory examination on the required studies, which examination shall be under the direction of the Principal.

16. Pupils, on leaving the public schools, should notify their teacher beforehand of such intention. No pupil, after leaving one school, shall be allowed to enter another school without permission of the Superintendent.

17. No pupil, known to be affected with any contagious or infectious disease, or coming from a family where any such disease prevails, shall be received or continued in the public schools.

18. Every child shall be required to present to the Principal of the school to which he applies for admission as a pupil, a certificate of a reputable physician to the effect that said child has been vaccinated, and no child shall be admittud to any of the schools without said certificate. Certificates of vaccination shall be carefully recorded in the teacher's register. This rule shall apply to the janitors and their families and to all other employes of the schools.

19. Pupils will render themselves liable to expulsion by repeated and obstinate disobedience, quarreling, disorderly conduct, using profane or unchaste language, smoking or chewing tobacco, smoking cigarettes or having tobacco in any form on or about their persons, defacing school property, truancy, clinging to street cars in violation of the city ordinances, or persistent violation of any of the rules and regulations.

20. A pupil suspended under any of the foregoing rules can be restored only on such conditions as the Superintendent shall determine; but a pupil who shall be suspended the second time can be reinstated only by personal application to the Board at a regular meeting.

21. No pupil under censure in one school shall be admitted to another until censure is removed.

22. Pupils shall not play or loiter about the school buildings after the schools are dismissed, but shall promptly proceed on their way home.

23. Pupils moving from one district to another must deposit with the Principal of the latter a transfer, stating name, age and grade held in the former school.

24. No pupil shall be admitted to any grade later than ten days after the beginning of the annual session, unless the pupil applying be sufficiently advanced to enter some class at its stage of advancement when the application is made.

25. Children of non-resident parents or guardians may be admitted to the schools on payment of tuition to the Principal in advance each month, provided there is room, so they do not prevent the admission of resident pupils. The rate of tuition of such pupils shall be \$5.00 per month in the High School; \$3.50 in Grammar Grades, and \$2.50 in Primary Grades. Resident pupils between the ages of 7 and 21 years are entitled to admission in the schools free. Those over the age of 21 may be admitted on payment of the tuition specified for non-residents.

26. All children who are bona fide citizens of the city and are bona fide members of and dependent for support upon families who are bona fide citizens of the city shall be admitted to the schools, provided that when there is any question as to the right of any one to admission, the Superintendent shall have the right to require evidence by affidavit if deemed necessary by him in support of the application.

27. The play-grounds of the pupils shall be separate and distinct. The sexes shall not be allowed in any manner to communicate with each other without permission from their teachers, who shall be held responsible for any violation of this rule.

SECTION XIII.

JANITORS.

1. There shall be a janitor for each school building. The janitor of the High School shall be designated Head Janitor. It shall be the duty of each janitor to keep the school building and grounds under his care in neat and convenient order; to sweep the rooms and halls daily after the schools close for the day, and to wipe and dust the furniture each day before the schools assemble: to wash the floors, furniture and windows whenever directed by the Principal; to give special attention to the neatness and cleanliness of the yard and out-houses; to make the fires early; to keep the clocks in the assistants' rooms with the Principal's clock; to keep the ink-stands filled and in order: to carry fresh water to the rooms as often as may be required: to regularly scour and sun the water buckets. During the cold season he shall keep the rooms well supplied with fuel; and he shall give all necessary attention to the care and culture of the trees, shrubs, etc., in the yard.

2. Each sub-janitor shall be held responsible for the security of his school building. He shall guard against all intrusions by locking or otherwise securing all doors, windows and other means of access, and he shall report to the Principal any damage the property under his charge may sustain, and shall be subject, by consent of the Principal, to the call of the Superintendent or Head Janitor whenever his services may be needed.

3. It shall be the duty of the sub-janitors to frequently inspect the condition of fences, gates, doors, locks, desks and other property under their care, and, when practicable, they shall make such repairs as may be necessary to preserve such property.

4. In addition to his duties as janitor of the High School, it shall be the duty of the Head Janitor to attend to the delivery and distribution of all school supplies, fuel, etc., and during all holidays

and vacation he shall have and exercise a general supervision and control over all the school buildings, grounds and other school property, and over other janitors. He shall also perform such other reasonable duties as the President of the Board, Superintendent and chairmen of the committees of the Board may require of him.

SECTION XIV.

EXAMINATION OF TEACHERS.

1. The examination of teachers shall be held on the first Wednesday, Thursday and Friday after the Annual Commencement

2. The Board of Examiners shall consist of three members, who shall be nominated by the Committee on Teachers, and elected by the Board of Directors.

3. The Superintendent shall be ex-officio chairman of the Board of Examiners, but shall receive no part of the fees collected from applicants. The examination questions shall be submitted to him for his approval. He shall inspect papers of applicants as far as practicable and make such suggestions concerning the grading of papers and other duties of the Board as he may deem advisable.

4. It shall be the duty of the Board of Examiners to mail to each applicant a report showing the average made in each subject in which such applicant was examined.

5. The Board of Examiners shall meet at such times and places as the Board of Directors may direct.

6. The whole Board shall constitute a quorum at all annual examinations, and at other examinations not less than two shall act together.

7. The Board of Examiners may make such rules as to them may seem best for the government of those being examined, and for the gross violation of such rules shall have power to exclude any one from the privilege of examination.

8. The Board of Examiners shall be entitled to a fee of \$1.00 from each person examined, to be paid in advance to the Secretary of the Board of Directors, whose receipt shall be presented to the Board of Examiners.

9. No person under eighteen years of age shall be elected to the position of teacher or supernumerary teacher. Each teacher selected by the Board of Directors shall, before entering upon the duties of teacher or supernumerary teacher, secure a certificate of proper class from the city Board of Examiners.

10. No certificate shall be issued to any applicant who fails to make a general average grade of 90 on all subjects, or who falls below 60 on any one subject. All certificates hereafter issued under these regulations shall be valid for a period of four years from the date of issue. Provided that no certificate issued by the city Board of Examiners shall be valid for a longer period than one year, unless in the meantime the holder thereof shall have served as teacher in the city schools.

11. The subjects upon which applicants shall be examined shall be divided into three groups, to-wit: Primary, Intermediate and High School.

12. The Primary branches shall include Reading, Spelling, Writing, Number Work; Geography, Language Lessons, Observation Lessons, Elementary Principles of Physiology and Hygiene, English Grammar and Composition, History of United States and of Texas, Primary Drawing, the elements of Vocal Music, Elementary Psychology, and methods of primary teaching.

13. The Intermediate branches shall include Reading, Spelling, Writing, Arithmetic, English Grammar, Composition, Geography, Physical Geography, History of the United States, History of Texas, Elementary Algebra, Elementary Plane Geometry, Civil Government, Physiology, Physics, Drawing, Vocal Music, theory and practice of teaching, and school management as pertains to Intermediate grades.

14. The High School branches shall be sub-divided as follows:

MATHEMATICS.

Higher Arithmetic,
Complete Algebra,
Plane and Solid Geometry,
Plane and Spherical Trigonometry,
Mensuration,
Surveying,
Double-entry Book-keeping.

SCIENCE.

Physiology,
Geology,
Zoology,
Chemistry,
Botany,
Physics,
Descriptive Astronomy.

ENGLISH AND HISTORY.

English Grammar,
Rhetoric,
English and American Literature,
Political Economy,
Psychology,
History of England,
General History.

LANGUAGES.

Latin Grammar,
Caesar's Commentaries,
Virgil's Aeneid,
Greek Grammar,
Xenophon's Anabasis.

15. Applicants for High School certificates must pass a satisfactory examination in the group of High School subjects corresponding to the certificate applied for and in the following other subjects:

For Certificate of Mathematics.—Astronomy, Physics, English Literature, Psychology, English Grammar, Theory and Practice of Teaching.

For Certificate of Science.—Algebra, Plane Geometry, Psychology, English Grammar, English Literature, Theory and Practice of Teaching.

For Certificate of English and History.—Physiology, Algebra, Plane Geometry, Latin Grammar, Physics, Theory and Practice of Teaching.

For Certificate of Languages.—Plane Geometry, Psychology, English Literature, General History, English Grammar, Theory and Practice of Teaching.

16. The certificates issued by the City Board of Examiners shall be of three classes, to-wit: Primary Teachers, Certificates, entitling the holders to teach the First, Second, Third or Fourth grade; Intermediate Teachers' Certificates, entitling the holders to teach the Fifth, Sixth, Seventh or Eighth grade; High School Teachers Certificates, entitling the holders to teach in the High School.

17. The Board of Examiners shall deliver to the Board of Directors a statement containing the name of each applicant, the grade of certificate, his general average, and his grade upon each subject upon which he was examined, which statement the Superintendent shall present to the Board.

18. Examination papers, after they have been graded, shall be taken charge of by the Superintendent, who shall file them in his office subject to inspection by the public.

SECTION XV.

LIBRARY RULES.

1. There shall be a standing Committee on Libraries.

2. It shall be the duty of the Superintendent to report to the Board each month, what additions, if any, have been made to the libraries, all losses that have occurred, any damage to books in excess of what would result from the proper use of same, and the effects that may appear to result from the use of the libraries; these facts to be obtained from such investigation as the Superintendent may be able to give the subject and from summarizing the reports made to him by the Principals.

3. The Principal of any building provided with a library shall be ex-officio librarian and at the beginning of each term shall receipt

to the chairman of the Committee on Libraries for all books in the library of his building, and also at such times as other books may be added to the libraries, receipt for such additional books, and said Principal shall be held responsible for all losses or unnecessary damages of books, such losses or damages to be determined by the Committee on Libraries at the close of each term. The President of the Board shall in no case approve any Principal's claim for salary the last month in the year except upon a certificate from said committee that the library for which the said Principal is responsible is in satisfactory condition. It shall also be the duty of each Principal to report to the Superintendent once a month what books have been read during the month, by what grades of pupils they have been read, and also the apparent results of such reading.

4. It shall be the duty of all teachers to inform themselves as to the number and character of the books in the libraries at their respective buildings, to recommend to their pupils what books to read, to supervise the reading of the same, and to determine by proper examination the results of such readings, and report the same to the Principal in charge.

5. Pupils who shall lose, damage or destroy any books belonging to the public school library, shall pay in full for all damages, and failure to do this within one week shall subject them to suspension by the Principal.

6. Any pupil shall, upon the recommendation of his or her teacher, have the privilege of obtaining from the Principal any book in the library, provided no pupil shall be allowed to keep any such book out of the library longer than one week at any one time.

7. During vacation pupils who have attended the public schools may secure books from the High School library by applying to the Superintendent, Secretary or Principal of the High School.

INDEX

A

Alamo School.....	Page 16
Attendance 1894-5.....	18
Apportionment of Studies	39
Amendment to Charter	47

B

Board of Directors.....	3
Board of Examiners.....	3-68
Books. Text.....	43
Business. Order of	51

C

Committees	4-52
Cumberland Hill School	14
Cedar Lawn School	15
Columbian School	16
Colored School	17
Comparative Statistics.....	18
Commencement. Ninth Annual.....	21
Course of Study. Primary.....	23
Course of Study. Grammar.....	32
Course of Study. High School	37
Charter Amendment	47
Contracts.....	56

D

Directors. Meetings of Board	5
Daily Sessions.....	55
Duties of Pupils and Patrons.....	64

E

East Dallas School.....	14
Elections and Salaries.....	56
Examination of Teachers.....	68

G

Graduates. Class of '95.....	21
Graduation	55
General Rules	49

H

High School.....	13
Holidays.....	55
Head Janitor.....	67

I

Institute. Teachers' Normal	63
-----------------------------------	----

J

Janitors. Duties of	67
---------------------------	----

L

Library Rules	70
---------------------	----

M

Meetings of Board	5-50
Meetings of Teachers	5
McKinney Avenue School	14

N	
Names of Teachers.....	Page 13
Ninth Annual Commencement.....	21
Normal Institute.....	63

O	
Officers	3
Office Hours, Superintendent.....	5
Office Hours, Secretary.....	5
Oak Grove School	15
Organization of Board	49
Order of Business	51

P	
President's Report.....	7
President, Duty of	49
Principals, Duties of	58
Patrons and Pupils, Duties of	64

R	
Regular Meetings of Board.....	5
Report of President	7
Report of Secretary	10
Report of Superintendent.....	13
Rules, General.....	49
Rules, Library.....	70

S	
Standing Committees	4
Superintendent's Office Hours.....	5
Secretary's Office Hours.....	5
School Sessions.....	5
Secretary's Report	10
Superintendent's Report.....	13
San Jacinto School.....	15
Supervisors 1894-5	16
Statistics, Comparative	18
Study, Course of, Primary Grade.....	23
Study, Course of, Grammar Grade.....	32
Study, Course of, High School.....	37
Specialists 1895-6	45
Secretary, Duty of	49
Standing Committees	50-52
School Departments.....	54
Sessions, Yearly and Daily.....	55
Salaries and Elections	56
Superintendent, Duties of.....	58
Supervisors, Duties of.....	63

T	
Teachers' Meeting.....	5
Teachers 1894-5.....	13
Text-Books.....	43
Teachers 1895-6.....	44
Treasurer, Duty of.....	50
Teachers, Duties of.....	60
Teachers' Normal Institute	63
Teachers Examination	68

V	
Vice-President.....	49

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***Ninth
Biennial
Report***

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UNIVERSITY



**Public Schools
of
DALLAS, TEXAS**

1902

NINTH BIENNIAL
REPORT

OF THE

BOARD OF EDUCATION

OF THE

DALLAS PUBLIC SCHOOLS

June 30, 1902.

PUBLISHED BY AUTHORITY.

DALLAS, TEXAS.

1902

PRESS OF JOHN F. WORLEY,
DALLAS, TEXAS.

BOARD OF EDUCATION FOR 1902-1903.

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S. J. HAY, Vice-President.

E. M. REARDON, Treasurer. T. G. TERRY, Secretary.

J. L. LONG, Superintendent.

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HENRY J. MARTYN	“ “ 1904
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WM. R. KNIGHT	“ “ 1904
F. S. DAVIS, M. D	“ “ 1904

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SUPERINTENDENT'S OFFICE HOURS.

HIGH SCHOOL BUILDING.

School Days—From 3:30 p. m. to 4:30 p. m.

Saturdays—From 2:30 p. m. to 4:30 p. m.

SECRETARY'S OFFICE HOURS

HIGH SCHOOL BUILDING.

From 3:00 p. m. to 5:00 p. m.

REGULAR MEETING OF BOARD OF EDUCATION.

SUPERINTENDENT'S OFFICE.

First Monday in each scholastic month, at 8:00 p. m.

TEACHERS' MEETING.

HIGH SCHOOL BUILDING.

Third Saturday in each scholastic month, at 9.00 a. m.

DAILY SESSIONS.

The daily session shall be from 9 a. m. to 3:30 p. m., except for the High School Building and the first two grades.

For the High School Building the session shall end at 3 p. m.

For the First and Second Grades, the session shall end at 2:30 p. m.

For the Third and Higher Grades (except at the High School Building), the session shall end at 3:30 p. m.

There shall be an intermission of one hour at noon, and of fifteen minutes each in the morning and afternoon, except at the High School Building, where there shall be an intermission of one-half hour at noon and fifteen minutes each in the morning and afternoon.

DALLAS PUBLIC SCHOOLS.

PRESIDENT'S BIENNIAL REPORT.

To the Honorable Board of Education, Dallas, Texas:

GENTLEMEN:—In accordance with your rules I have the honor to submit the following report, covering the last two years of my official connection with the schools.

As you are aware, Mr. C. G. Morgan, who was elected President of the Board in the spring of 1900, resigned soon after his election and, by the provisions of the City Charter, his duties devolved upon me as Vice-President.

In reviewing the work of the schools during the last two years I think the Board has cause for self-congratulation on their progress, improvement and enlargement, considering the limited amount of funds available for their use and benefit.

The plan of having the scholastic census taken by the principals of the schools proved to be the most satisfactory and efficient yet adopted. While the inauguration of this plan was due more to other members of the Board than to myself, I take the liberty to commend it to the favorable consideration of future Boards.

I think the Board is to be congratulated also on the practical unanimity with which the special taxes for school purposes were voted at the election held April 1, 1902.

It is a "consummation devoutly to be wished" that arrangements may be made in the near future by which sufficient revenue for the proper maintenance and improvement of the schools may be so provided as to avoid the necessity for constantly recurring special tax elections.

While there may be a difference of opinion as to the advisability of making the Board of Education entirely independent of the City Council, all will agree that under the present arrange-

ment a hearty co-operation between the two bodies is highly desirable.

As it is the purpose, I believe, of the incoming Board to spend a considerable sum of money in repairing and renovating existing buildings, I venture to suggest that steps be taken to beautify the grounds also. A plan that has been successful in other cities is to offer prizes to the janitors who have the best kept grounds. I am sure the Board will find the "Mothers' Clubs" willing helpers in this work.

In severing my connection with the Board, I can say in all sincerity that it has never been my good fortune to be associated with a more conscientious and painstaking body of men than those composing the Board of Education during my four years of service. To each of you, the Superintendent, the Secretary, the Principals and the Teachers, I tender my sincere thanks for courtesies and co-operation, and I wish for each and all of you every possible happiness.

Respectfully submitted,

S. J. HOWELL,

Vice-President.

Dallas, Texas, April 30, 1902.

SECRETARY'S STATEMENT.

RECEIPTS AND DISBURSEMENTS.

GENERAL SCHOOL FUND.

From State of Texas	\$32 614 50	
From County of Dallas	385 82	
From City of Dallas	61 749 13	
	<hr/>	\$94 749 45
Paid Salaries	\$84 524 20	
Paid Repairs	4 388 79	
Paid Expense	112 93	
Paid Fuel	2 578 21	
Paid Supplies	1 142 78	
Paid Improvements	632 95	
Paid Scholastic Census	205 60	
Paid Insurance	1 107 65	
Paid Interest	56 34	
	<hr/>	\$94 749 45

SPECIAL FUND.

From Special Tax		\$23 383 10
Paid Outstanding Warrants	3 800 00	
Paid Improvements	18 425 74	
Balance	1 157 36	
	<hr/>	\$23 383 10

T. G. TERRY,
Secretary.

REPORT OF THE SUPERINTENDENT.

OFFICE OF
SUPERINTENDENT CITY PUBLIC SCHOOLS,
DALLAS, TEXAS, Aug. 1, 1902.

To the Honorable Board of Education, Dallas, Texas:

GENTLEMEN:—In compliance with your rules and regulations it becomes my duty to submit, for your consideration, the following report of the Dallas City Public Schools for the two years closing June 30, 1902.

The following table shows the total enrollment, per cent. of attendance, number of teachers employed and the value of school property for each year since the schools were organized, and also the total enrollment, per cent. of attendance and number of cases of tardiness in each school for the year just closed.

The net total enrollment exceeds that of one year ago by 583 pupils. Of this increase 483 are white pupils and 100 are colored pupils. In the white schools the increase was 9.4 per cent. and in the colored schools it was 7 per cent.

COMPARATIVE STATISTICS SINCE ORGANIZATION OF PUBLIC SCHOOLS.

YEARS	No. Pupils Enrolled	Per cent. of Attendance	No. Teach- ers employ- ed, includ- ing Super- numeraries.	Value of School Property
1884-85	1,456	90.2	23	\$ 32,411
1885-86	1,582	89.6	23	33,601
1886-87	2,180	91.2	28	76,465
1887-88	2,389	88.8	35	84,115
1888-89	3,206	87.	53	153,621
1889-90	4,685	88.	76	227,600
1890-91	4,756	89.	82	287,600
1891-92	4,897	94.5	101	287,600
1892-93	5,032	94.7	98	429,505
1893-94	5,137	95.2	99	462,005
1894-95	5,281	95.1	104	462,005
1895-96	5,512	95.1	106	463,000
1896-97	5,765	95.9	113	463,000
1897-98	5,949	95.8	120	303,850
1898-99	6,228	94.9	121	293,395
1899-00	6,515	92.3	124	293,975
1900-01	6,627	91.6	129	345,834
1901-02	7,210	92.5	143	363,874

ATTENDANCE FOR 1901-1902.

NAMES OF SCHOOLS.	Total Enrollment	Per cent. of Attendance	No. cases of Tardiness.
High School Department	484	94.5	357
Grades below High School Department . .	289	93.6	374
High School Building	773	94.0	731
Stephen F. Austin School	836	90.9.	701
Cumberland Hill School	894	92.2	495
McKinney Avenue School	528	92.5	459
Cedar Lawn School	661	92.3	539
Oak Grove School	442	62.4	433
San Jacinto School	661	93.9	658
Columbian School	444	92.7	250
Alamo School	391	91.1	272
Total white	5630	92.5	4538

COLORED SCHOOLS.

High School Department	66	90.	43
Grades below High School Department . .	345	94.8	235
High School Building	411	93.8	278
Wright Cuney School	171	90.9	190
Booker Washington School	483	94.5	460
Fred Douglass School	511	89.7	505
Total colored	1580	92.5	1433
Total white and colored	7210	92.5	5971

GENERAL STATISTICS 1901-02.

Population of the city, (census 1900)	42,638
Estimated Population of the city (1902)	55,000
Scholastic census, 8 to 17 (1901)	6,873
Scholastic census, 8 to 17 (1902)	8,012
Number of pupils enrolled within state school age(8 to 17)	6,521
Number of pupils enrolled under state school age	652
Number of pupils enrolled over state school age	115
Total number of pupils enrolled (7 to 21)	7,288
Average number belonging daily	5,813
Average number attending daily	5,377
Total number tardy	5,971
Per cent. of attendance on number belonging	92.5
Per cent of enrollment on estimated population	13.2
Per cent. of enrollment on scholastic census	106
Total number of days in session	180
Total number of days taught	174
Number of principals who taught	13
Number of regular assistant teachers	129
Number of special teachers	1
Number of supernumerary teachers	13
Total number of teachers employed	143
Average salary paid principals and regular teachers	\$611.23
Average salary paid regular teachers below high school	\$560.00
Total Salaries	\$84,524.20
All other expenses	\$10,225.25
Total cost of maintaining the schools	94,749.45
Monthly rate of tuition per pupil enrolled	\$1.46
Monthly rate of tuition per pupil attending	\$2.16
Number of school houses	13
Number of school rooms	129
Number of sittings	6840
Number of schools having libraries	13
Value of libraries and apparatus	\$9,000
Value of school furniture	\$18,500
Value of school buildings and grounds	\$336,215
Total value of school property	\$363,874

ATTENDANCE AND PUNCTUALITY.

It appears that the per cent. of tardiness is higher and the per cent. of attendance lower than is really necessary. This is possibly due to a lack of special or persistent attention to attendance and punctuality. Assuming that this is the cause of these unfavorable indications, a concerted effort will be made next year to improve the record of the schools in these two important particulars.

While it is possible and desirable to cultivate regularity and punctuality of attendance, certain evils not infrequently result from too much agitation along these lines. If injudicious stress is put upon punctuality, and tardiness is punished too severely, some children will decline to enter the school building when they discover that they are late and will remain out of school for a half, or even a whole day, and take the consequences of absence rather than of tardiness. Again, if absence is held to be a grievous offense, to be compensated for by suffering severe penalties, both parents and children are tempted to resort to subterfuges in order to evade punishment that sometimes lacks the merit of being the logical consequence of, or in proportion to, the offense committed. This, in turn, brings the evils of a school policy not supported by the public sentiment of the patrons, which is incipient rebellion or revolution. Furthermore, too much restraint in regard to attendance and punctuality produces a nervous state in delicate children and has a tendency to the intimidation of all children.

The discerning principal and the prudent teacher will find the happy medium that secures the co-operation of the parents and at the same time develops in the children a wholesome respect for reasonable regulations and allows to the individual the greatest possible freedom consistent with necessary limitations.

THE ENROLLMENT.

It is generally understood that there has been, during the last two years, quite a large increase in the population of the city of Dallas, due to an influx of people from various sources. Notwith-

standing this fact, the increase in the enrollment of the public schools for the scholastic year 1900-1901 was not more than would ordinarily be expected from the natural increase of population alone. In fact, the enrollment, for that year, of the colored schools was lower than for the preceding year.

It is matter of common observation that in times of great prosperity, whatever may be the effect upon private schools and colleges, fewer children attend public schools than in less prosperous times. This is doubtless attributable to the many opportunities for employment that prosperous times open to children who are still within school age. There is no doubt that the exodus of colored families to the cotton fields in the fall of 1900, caused by the unusually large cotton crop and the extraordinary prices paid for picking, materially affected the enrollment and the attendance of the colored schools of the city. The conditions resulting from these unusual opportunities for acquiring comfortable cash balances had their influence upon the colored schools not only during the fall months, but during the entire year.

That the enrollment in the city schools is affected by the success or failure of the crops, and the commercial activity or depression incident thereto, seems to be borne out by the fact that in 1900 when the crops yielded abundantly there was an increase of 145 pupils in the enrollment of the white schools and a decrease of 30 pupils in the enrollment of the colored schools. In 1901, when all crops in North Texas were short, there was an increase of 483 pupils in the white schools and of 100 pupils in the colored schools.

In this connection it may be of interest to note that the United States census of 1890 gave the city of Dallas a population of 38,067. The census of 1900 gave the city a population 42,638, or an increase of 12 per cent. over the census of 1890.

The enrollment of the city public schools for the year ending 1890 was 4,685. The enrollment for the year ending 1900 was 6,515; showing an increase of 39 per cent. for the ten years.

If the population, as shown by the United States census, had increased during the decade in the same ratio as the enrollment

in the city schools, the census of 1900 would have given the city a population of 52,913. Since we know that the figures showing the enrollment of the schools are correct, what is the conclusion in regard to the census of 1900?

GENERAL PROGRESS OF THE WORK.

On the whole, the schools have probably had the best two years in their history. With the funds provided by the special tax voted in the spring of 1900 the crowded condition of the schools was relieved by building six additional rooms at the Cumberland Hill School, four at the Cedar Lawn School and four at the San Jacinto School in the summer of 1900. In the summer of 1901 four additional rooms were built at the Stephen F. Austin School and four at the Alamo School also. These enlargements partially relieved the pressure in North, East and South Dallas and would have resulted in comfortable conditions had the enrollment in the schools not increased so rapidly during the year 1901-1902.

In the colored schools, the increased capacity at the Booker Washington School and at the Fred Douglass School resulted in greatly improved conditions at these buildings and, at the same time, afforded opportunity to make transfers from other overcrowded districts or buildings.

In both white and colored schools there has been a feeling of partial relief caused by the absence of the congested conditions that had prevailed more or less generally during the past few years. That the instruction has been more effective and the discipline easier is evidenced by the fact that few complaints of any character have come to the Superintendent's office, or to the Board of Education. Indeed, the Committee on Grievances has not been called together once in the entire two years and, so far as I am informed, the chairman of the committee has not, in his official capacity, been called upon to hear a grievance.

It is probably not exactly fair or just to attribute the absence of friction in the schools altogether to the improved conditions brought about by the increased facilities referred to. The principals and teachers should be accorded their full measure of credit

for this result. It has seemed to me that they were never more zealous in their work, or acted with greater wisdom and discretion in disposing of the innumerable perplexing situations that arise to create trouble between teacher and pupil or discord between the home and the school.

Furthermore, it should be stated that the patrons, with few exceptions, have also nobly done their part to lighten the teachers' burdens by helpful co-operation in smoothing out the rough places and bestowing appreciated words of encouragement.

To say that the pupils have, on the whole, made more satisfactory progress in their studies than formerly is merely to state what is to be expected as a natural consequence of more favorable conditions and the prevalence of a better feeling among all concerned in the work of the schools. After all, there would be small justification for the increased expense on the part of the taxpayer, and greater care and solicitude on the part of teachers and patrons if the results were not seen in the children themselves.

That the taxpayers of the city are pleased with the investment made in the special tax of 1900 is evidenced by the fact that the same tax was again voted last April by a greatly increased majority.

LARGE SCHOOLS VS. SMALL SCHOOLS.

Notwithstanding opinions to the contrary, I believe that it is a wise policy on the part of the Board to build large rather than small school buildings. About three arguments are usually advanced in favor of small buildings: First, if buildings are small they are necessarily more numerous, more generally distributed and, consequently, more accessible to pupils. Second, sanitary conditions are more easily controlled, conducing to the better health of the children. Third, on account of the small number of children attending such a school the discipline is better.

These seem to be, and are, important considerations, but they are offset by others of equal, if not greater, importance. In the first place, it is not the long distances children have to walk to the larger school buildings that make them inaccessible. In very few cases are the distances unreasonable. The bad streets and

worse sidewalks over which the children must tramp make the distances objectionable. The remedy is in improved streets and sidewalks, rather than in more school buildings. Such improvements cost less than school grounds and necessary school equipment and add more to the value of the property thus improved. In the second place, with ample sewerage, with the best plumbing arrangements, with an abundant supply of water, and with an efficient janitor-service there is no reason why the sanitary condition of a large school should not be as wholesome as that of a small school.

The third argument offered in favor of a small school is better discipline. The discipline of a school involves the classification of the pupils. In the better classification of the pupils lies, perhaps, the chief argument in favor of a large school. The small school draws its pupils from a small territory and will, consequently, have few pupils in any one class. Several different classes will be represented in the forty or fifty pupils assigned to one teacher. Her daily program must be so adjusted and her time, patience, energy and vitality must be so divided as to give to each class its due share of attention during the day. If she becomes wholly absorbed in the work of the class reciting, the other classes find opportunity for mischief. In trying to avoid the evils of so many classes, an effort is made to reduce the number of classes by putting some pupils in higher classes and others in lower, and others still, find their studies divided between higher and lower classes. These misfits give rise to confusion, dissatisfaction, friction, disorder, not to mention the impossibility of efficiently instructing such incongruous classes.

The large school draws its pupils from a large territory and will have a sufficient number of children in any class to fill a whole, or at least a half room, so that no teacher need have more than one or two classes to which she devotes her entire time. The children are more uniformly classified, gradation is easier, there is less opportunity for disorder, and there are fewer vexatious problems of discipline arising to sap the teacher's strength.

On the whole, it seems clear to me that the small school involves difficulties that the large school affords opportunity to remove, without presenting more serious problems. In fact, some of the more populous Northern and Eastern States are eliminating the small country schools where it is possible to do so and making appropriations to carry the children to and from the large town schools, where they can have the advantages of better classification, instruction and supervision.

In a system of city schools still another advantage may be claimed for the large school. The principalship of such a school is a position of so much responsibility as to call for a high order of talent. The city school board is justified in attaching to such a position such a salary as will make the position attractive to men of recognized skill and established reputations. These positions afford opportunity to bring together an aggregation of men and women who embody the elements of leadership among their teachers and who will impress themselves upon the schools over which they preside, command the respect of their patrons, and give the stamp of merit to the entire school system.

DECORATION OF SCHOOL ROOMS.

The new school rooms erected to relieve the crowded condition of the schools are, so far as interior finish is concerned, a great improvement on the rooms that have been in use for a good many years. The soft tints given the walls at an expense of only a few dollars per room, together with the light-colored overhead ceiling, instead of the usual hard oil finish, produces a wonderful difference in the general appearance of the room. The effect is one of richness or elegance that cannot fail to have a refining influence on the children. In passing from one of these rooms into one of the old ones, with its bare, white (barring the accumulations of several years) walls and its dark, depressing ceiling, one is almost shocked by the contrast. Observing this contrast, some of the teachers who were not so fortunate as to secure assignment to new rooms have raised money, by Friday afternoon entertainments and otherwise, and had their school rooms renovated.

In many of the schools the teachers, aided by the mothers of their pupils, have collected funds and purchased elegant copies of the world's masterpieces of art with which to adorn their school rooms. It is to be hoped that the motives of these teachers have the fullest approbation of the Board of Education. Indeed, I venture to suggest that the Board co-operate with and encourage them by cleaning, repairing and tinting the walls of all the school rooms that have not yet had such attention. When this is done ways of procuring pictures, casts and other agencies that will contribute their uplifting influences to the children's school environment, will be found.

If any one doubts that all these agencies have a softening, refining influence upon the children who must spend several hours each day in these rooms, let him go and spend a few moments in a room having these accessories and then visit a room that is without them, and carefully note the effect upon his own consciousness. If their influence is felt by a grown person, how much more must it be felt, consciously or unconsciously, by impressionable children. If a patron could have the privilege of selecting the room in which his child must sit for a year, can we imagine his having difficulty in making a choice? How far should the Board of Education go in making the school buildings so attractive as to please the patrons, lift up the children and help the teachers? After all, the children of Dallas are the real beneficiaries of all such movements and policies and the best is not too good for them.

It is said that in an address, on the occasion of the dedication of the buildings of an institution of learning, the distinguished Horace Mann spoke somewhat as follows: "It does seem that these massive buildings, with their beauty of design and their elegance of appointment, represent a great outlay of thought, of labor and of money for the education of the youth of the country, but the saving of only *one* boy would be an ample return on the investment." The following day a friend said: "Mr. Mann, do you not think you made that statement rather strong?" "Not if it were *my* boy," was the unanswerable reply.

If the average citizen can realize that when the city provides ample school facilities, with the very best of equipment, it is pro-

viding for an aggregation of beneficiaries, each of whom is *some* one's child, certainly a most liberal feeling toward public education will follow. Then, all needful improvements and helpful embellishments can be made.

It must not be supposed, however, that school room decoration is a fad to be indulged by an extravagant use of public funds. It has come to stay, for it is based on sound pedagogical principles, and it costs little. After the school room and furniture are provided, it takes only a few dollars additional to add the beautifying touches.

Due credit should here be given to the ladies composing the Dallas Public School Art League and to the Mothers' Clubs of several of the schools for wise counsel and effective assistance and co-operation in making suggestions and in providing ways, means and methods for much needed improvement in school property. Much that has been accomplished along these lines has had its origin, directly or indirectly, in the sources mentioned.

NEEDED ADDITIONAL SCHOOL FACILITIES.

Two years ago when it was clearly demonstrated by the Board of Education that additional school room was needed the taxpayers voted a special tax of 10 cents on each \$100 for the years 1900 and 1901 for the purpose of providing the relief asked. With the funds derived from this source twenty-two (22) rooms were added to the white schools and six (6) rooms to the colored schools. That these enlargements were not sufficient to provide for the rapidly increasing attendance is shown by the following circular on the condition and needs of the schools, issued a short time before the city election in April, 1902:

To the Citizens of Dallas:

It becomes our duty, as your representatives in the management of the city public schools, to call your attention to certain facts and conditions affecting their welfare and efficiency, in order that you may give said facts and conditions proper consideration and be prepared to pass intelligently upon the necessity for the remedies we propose.

Condition Two Years Ago.—Two years ago the facilities were shown to be inadequate, and the Board of Education had at that time a large deficit to be overcome. These facts were submitted to the citizens and a tax of 10c on \$100 was asked for building purposes. A tax of 5c on \$100 was also asked for the maintenance of the high school, in accordance with a provision of the city charter, in order that the general school revenue might be thus relieved and funds reserved with which to cancel the deficit and pay the additional teachers to be employed when the new rooms were completed. Both taxes were voted.

Practiced Economy.—By reducing salaries, by deferring much needed repairs and improvements and otherwise practicing the most rigid economy, the Board succeeded, with the aid of the funds derived from the tax of 5c, in paying off the deficit and in again placing the finances of the schools on a cash basis.

Where the Money Went.—The funds derived from the building tax were used for the following enlargements or additions:

Cumberland Hill addition, 6 rooms.....	\$8,810 00
Cedar Lawn addition, 4 rooms.....	5,187 00
San Jacinto addition, 4 rooms.....	5,340 00
East Dallas addition, 4 rooms.....	7,263 00
Alamo addition, 4 rooms.....	7,154 00
Improvement Colored School No. 2.....	250 00
Blackboards	1,214 90
Furniture	3,855 03
Interest	561 96
Cash balance	791 36

Total received from tax.....\$40,427 25

Condition in East Dallas.—Of these twenty-two school rooms, all are now in use, except one in the East Dallas School (known as the Stephen F. Austin School) and one in the Alamo School. These unoccupied rooms will not be sufficient to properly seat even the increased attendance at these buildings in September, 1902.

Condition in South Dallas.—That the capacity of the Cedar Lawn School, where four rooms were built in 1900, is still insufficient for the patronage of South Dallas is shown by the fact that the first five and a half grades fill that building, and it is necessary to send the high sixth and the seventh and eighth grades to the high school building. On account of the distance, this is a great hardship on those small children.

Children on Half-Day Sessions.—All the other buildings are now full and none of them has any spare room to be utilized in taking care of next year's increase. In fact, in some of the rooms at the San Jacinto, Oak Grove, Columbian, Cumberland Hill and McKinney Avenue Schools there are now more pupils than desks. In three of these buildings we have found it necessary to put the children of some of the lowest grades on half-day sessions. Under this plan their school privileges are restricted to three hours per day, whereas other children in the same grades spend profitably five hours daily in school.

Too Many Children Under One Teacher.—It is generally conceded that not more than forty children should be assigned to any one teacher if satisfactory results are expected, yet many of our school rooms have in regular attendance from fifty to sixty children.

Efficiency Impaired.—That the attendance in the schools is rapidly increasing is shown by the fact that the increase over last year is nearly 800 pupils. This increase alone is quite sufficient to fill all of the new rooms built in the last two years. Hence, so far as the overcrowding is concerned, the schools are in almost as bad condition as they were two years ago, and the relief sought is quite as urgent. In fact, if next year's increase in enrollment even approximates that of this year, there will be several hundred children seeking admission more than can be accommodated.

Increase in Attendance.—That these conditions can exist only at the expense of efficiency does not admit of argument. Furthermore, the children are being stunted in their mental and physical development by this overcrowding. They are acquiring injurious

habits of study and of conduct, because it is beyond the power of any teacher to give that individual instruction necessary to enable her to successfully control and direct the activities of so many children.

Repair of School Property.—Hence, if the children of this community are to have the advantages they have a right to expect, if the efficiency of the schools is to be maintained and if the school property, aggregating \$400,000 in value, is to be made presentable and kept in repair, it is necessary to provide the Board of Education with additional revenue.

Two More Buildings Needed.—In the opinion of the present Board of Education, a new building should be erected at some convenient and accessible point in South Dallas, and also one in East or Northeast Dallas. The McKinney Avenue building should be enlarged in order to provide for the increasing scholastic population in North Dallas.

It is evident also that additional room must be provided for the colored children. This can be best and most economically done by enlarging some of the buildings now in use.

Approximate Cost of Needed Improvements.—Following is a list of improvements, together with their approximate cost, that will, in the opinion of the Board, become a necessity within the next two years:

Two new buildings	\$40,000 00
Grounds	5,000 00
Furniture	2,000 00
Blackboards	500 00
Addition to McKinney Avenue School	5,000 00
Additions to Colored schools	4,000 00
<hr/>	
Total	\$56,500 00

Funds for Improvements.—For the purpose of providing this additional room, or as much thereof as practicable, a special tax of 10c on \$100 should be voted for the years 1902 and 1903.

Funds for Maintenance.—The use of these additional rooms will necessitate the employment of additional teachers. In order that funds may be available for this purpose, we recommend that a tax of 5c on \$100 be voted for the years 1902 and 1903, for the maintenance of the high school. By thus relieving the general school fund of the expense of maintaining the high school, funds will become available and the employment of additional teachers, and also for making presentable and keeping in repair the various school properties of the city.

The Welfare of the Children.—Your careful consideration of the foregoing facts and estimates is respectfully asked, in order that you may be prepared to take such action as is demanded by the welfare of the children of this community, in whose interest the public schools are established and maintained.

Respectfully submitted,

BOARD OF EDUCATION.

It will be observed that the two tax propositions submitted in April, 1902, are identical with those submitted in April, 1900. It was naturally supposed that on account of the repetition of the call for additional funds the majorities in favor of the taxes would be smaller than in the election of 1900. That this supposition was without real foundation is evidenced by a comparison of the following votes:

ELECTION, APRIL, 1900.

For the building tax	1,554
Against the building tax	375
For the high school tax	1,473
Against the high school tax	409

ELECTION, APRIL, 1902.

For the building tax	1,820
Against the building tax	235
For the high school tax	1,764
Against the high school tax	249

Two gratifying conclusions may be drawn from a comparison of the votes cast in the two elections referred to above: First, the citizens of Dallas are ready and willing to vote upon themselves such reasonable tax as may be necessary to provide and maintain an adequate and efficient system of public schools, commensurate with the needs of a progressive community. Second, the Board of Education has the confidence and approval of the taxpayers of the city in its management of the educational interests of the people.

NEW SCHOOLS.

In anticipation of the funds to be secured from the special building tax in 1902 and in 1903, two spacious school lots have been purchased—one in East Dallas, bounded by Alcalde, Victor and Carroll Streets, and the other in South Dallas, bounded by Wendelken, Pennsylvania and Harwood Streets. A building of four rooms will immediately be erected on each of these lots: The plans adopted call for twelve-room buildings to be erected in three sections of four rooms each, as they may be needed. In arrangement, comfort, convenience, finish and general effect these buildings will mark a distinct advance in the school architecture of the city of Dallas.

CONCLUSION.

In closing this report, I wish to express my hearty appreciation of the valuable services and co-operation of my fellow-workers in the schools and also of the cordial support of the members of the Board of Education. Respectfully submitted,

J. L. LONG,
Superintendent.

REPORT OF HIGH SCHOOL PRINCIPAL.

Superintendent J. L. Long:

I have the honor of submitting the following report on the work of the high school for the year ending June 5, 1902:

I. ENROLLMENT.

I. By Classes:	1901	1902
Ninth Grade	218	300
Tenth Grade	102	91
Eleventh Grade	56	55
Twelfth Grade	33	38
	<hr/> 409	<hr/> 484
2. By Ages:		
11 Years of Age		1
12 " " "		4
13 " " "		35
14 " " "		81
15 " " "		146
16 " " "		128
17 " " "		57
18 " " "		27
19 " " "		4
20 " " "		1
		<hr/> 484

From the number belonging at the close of school June 5th, the enrollment next September will be about:

High Eighth Grade	90
Ninth Grade	153
Tenth Grade	159
Eleventh Grade	58
Twelfth Grade	44
	<hr/> 504

These numbers are obtained by supposing that one-half of those pupils who failed of promotion in June will make up the work during the summer and go on with their classes in September.

It will be noticed that the tenth grade enrollment of 1902, which is only 91, is not what might be expected from the ninth grade enrollment of 1901, which was 218. This falling off of attendance between the first and second years of the high school is remarked in nearly all schools and has been the subject of special investigation by school officials.

Of the various causes given may be mentioned poor health, home duties, leaving school for business, and failure of promotion.

II. PROMOTION.

Those grades in which final examinations are required at the close of the school year show the following rates of promotion:

	1901	1902
Eighth Grade	70%	75%
Ninth Grade	55%	61%
Tenth Grade	68%	88%
Eleventh Grade	73%	84%
Twelfth Grade	87%	100%

In calculating these rates the number of pupils belonging at the time the examinations were held is taken as the base.

The comparatively small enrollment in the eighth and tenth grades shows a congestion in the ninth grade due largely to the low rate of promotion in that grade.

This low rate, with consequent congestion, may be referred to three causes:

First—The transition from the half-grade system of the grammar department to the yearly grade system of the high school. This requires pupils who enter the high eighth grade in September to do three half-grades in one year in order to get promoted to the tenth grade, or to remain a year and a half in the ninth grade.

Second—The rather high standard of promotion which has been set and to which pupils have been rigidly held.

Third—The reduction of the number of daily recitations from five to four, which has made it necessary to complete the studies of physiology, English history and mythology in one-half year each instead of one year as formerly.

III. EXAMINATIONS.

It must not be supposed that promotion depends entirely upon the results of final examinations. In making up the general grade of a pupil in any subject the examination counts one-third, the mark obtained in daily recitations counting two-thirds. A pupil who has done faithfully the daily work, and who, through sickness or other unavoidable circumstance, misses the examination, is not deprived of promotion.

Here, allow me to say that I do not agree with any system that would do away entirely with examinations as part of the regular work leading to promotion in the higher school grades. I will mention only three reasons, but these, in my opinion, fully justify formal examinations:

1. Doing away with examinations and leaving promotion entirely to the "judgment of the teacher" exposes that teacher to the criticism of every pupil who fails, and most likely to the ill-will of every interested relative of that pupil. And the more conscientious the teacher is, the more liable she is to the criticism and ill-will. Moreover, it leaves with the teacher a responsibility that should rest largely upon the pupil of suitable age.

2. The examination is, or should be, a valuable review of the subject which has been studied.

3. Looking to future possible aspirations of pupils—going to college, entering any of the many departments of the civil service, applying for certificates of various kinds—all these require the test of written examinations; and the experience obtained through written examinations during school life furnishes a preparation hardly to be obtained by any other means.

• IV. COURSES OF STUDY.

Our high school offers two parallel courses of study as follows:

LATIN COURSE.	ENGLISH COURSE.
English two years.	English four years.
Latin four years.	Mythology one-half year.
Mathematics four years.	Mathematics four years.
History and Civics 3½ years.	History and Civics 3½ years.
Science three years.	Science 4½ years.
German (optional) two years.	German (optional) two years.

These courses require twenty recitations per week from pupils of all classes, and twenty-five recitations per week from those pupils of the two higher classes who take German.

Book-keeping was added this year to the English course, being included above under the head of science. The time devoted to it is one-half year in the ninth grade. Results so far have been very satisfactory.

It is believed that pupils get much good from this study beyond the mere knowledge of the subject, from the extreme neatness and accuracy required, and from the incidental drill in arithmetic and penmanship.

The Board of Education purchased last year one hundred and sixty dollars' worth of apparatus for the physical laboratory. The class of 1902 was the first to have the advantage of this apparatus and to take a regular course of laboratory work in connection with their text-book study of physics.

Each pupil of the classes of 1902 and 1903 has performed experiments in mechanics, sound, heat, light, magnetism and electricity. The results of these experiments as recorded in their note books are evidence of individual work and will be required by the University of Texas as part of the entrance conditions after 1902.

In conclusion, I take pleasure in testifying to the earnest and efficient work of the teachers of the several departments. They have labored faithfully to maintain a high standard of scholarship and discipline in the school. Respectfully,

J. MORGAN, Principal.

August 4, 1902.

FIFTEENTH ANNUAL COMMENCEMENT.

TURNER HALL, FRIDAY, MAY 31, 1901.

IDYLS OF THE KING.



Presented by the Class of 1901 at their Graduating Exercises.

CAST OF CHARACTERS

King Arthur	Geo. Gilbert
Sir Lancelot of the Lake	Steve Munger
Sir Percival	Marion Brinker
Sir Gareth	Kleber Lipscomb
Sir Geraint	Robert Beddoe
Sir Modred	Charles Meyer
Sir Tristram	George Sergeant
Sir Gawain	Will Leeds
Prophet Merlin	Miss Viola Rotton
Queen Guinevere	Miss Bessie Grove
Elaine	Mise Estelle Cahn
Enid	Miss Linnie Whitworth
Lynette	Miss Nell Ray
Vivian	Miss Emma Downs
Lilian	Miss Hermia Wheat
Clara Vere de Vere	Miss Minnie Lichtenstein
The Novice	Miss Alice Morgan
Lady Lyonors	Miss Birtie Mayer
Lady Elfreda	Miss Jamie Roberts
Lady Alisande	Miss Emilie Chapman
Lady Rosalind	Miss Virgie Fontaine
Sister Agatha	Miss Ethel Niblo
Sister Marina	Miss Josephine Louckx
Sister Urla	Miss Louis Gilbert
Three Queens	Misses Evelyn Cammack, Mabel Hare, Loy Savage
Salutatorian	Chas. Meyer
Valedictorian	Mabel Hare

SIXTEENTH ANNUAL COMMENCEMENT.

OPERA HOUSE, THURSDAY, JUNE 5. 1902.

PROGRAMME:

- | | |
|--|--|
| Musical Director | Miss Birdie Alexander |
| Accompanist | Mrs. H. E. Spalti |
| 1 Chorus . . . "Joy! Joy! Freedom Today" . . . | From Gypsy's Warning |
| 2 Salutory | Miss Lena Miller |
| 3 Class History | Miss Mayde Leachman |
| 4 Chorus "The Maybells and the Flowers" | Mendelssohn |
| 5 Class Poem | Miss Mamie Kliendenst |
| 6 Essay | Miss Velda Truitt |
| 7 Chorus "Miller's Song" | Morrison |
| 8 Class Oration | Mr. Jack D. Gillespie |
| 9 Quartette "O'er the Meadows" | Boynton Smith |
| 10 Essay | Albert W. Nash |
| 11 Semi-Chorus (a) "Spring Song" | Oscar Weil |
| | (b) "Oh, Wert thou in the cauld blast" . Mendelssohn |
| 12 Class Prophecy | Miss Lillian Parry |
| 13 Chorus "Waltz Song" | Giebel |
| 14 Valedictory | Mr. Thomas S. Holden |
| 15 Presentation of Diplomas by President of the School Board | |
| 16 Repeat 1st Song | |

ALUMNI ASSOCIATION.

The Alumni Association of the Dallas High School was organized in December, 1897. Its present officers are :

EUGENE P. LOCKE, '00	President.
ROBT. F. HETHERINGTON, '97	Vice-President.
MISS SALLIE LONG '98	Secretary.
MRS. FRANK C. DAVIS, '99	Treasurer.

Those holding diplomas from the High School are *ipso facto* members. The association is desirous of keeping a full record of all of its members, and would be glad to receive at any time any information from an alumnus in regard to himself or any other alumnus. All changes in name or address should be promptly reported. Communications from the alumni should be addressed to the secretaries of their respective classes. The following is a list of the secretaries :

1887	Mrs. M. S. Sinex,	1896	Miss Anna Cammack,
1888-9-90	Mrs. Joseph Morgan,	1897	Miss Lucile Wall,
1891	W. Sherwood Bramlitt,	1898	Miss Sallie Long,
1892	Miss Ella Murphy,	1899	Miss Annie Beattie,
1893	Miss Mattie Harris,	1900	Miss Pearl Lewelling
1894	Miss Dora Schnell,	1901	Miss Linnie Whitworth,
1895	Miss Vida Heelan,	1902	Miss Mamie Kleindenst.

CLASS OF 1887.

Mrs. O. D. Ford (nee Bailey)	163 N. Washington Ave.
Mrs. Mary McIntosh (nee Childress)	Cameron, Texas.
Mrs. Rose B. Nash (nee Miller)	Dallas, Texas.
Mrs. M. N. Davidson (nee Seidenbeitel)	Tyler, Texas.
Hattie Boyer	393 N. Harwood St.
Mrs. M. S. Sinex (nee Helm), teacher city schools	120 Allen St.
Mrs. J. O. Gill (nee Terry)	63 Ewing Ave, O. C.
Mrs. D. D. Daugherty (nee Stokey)	Dawson, Oklahoma T.

CLASS OF 1888.

Mrs. Jules Roberts (nee Bryan), vocal teacher	183 Pocahontas St.
Mrs. E. J. Kitzmiller (nee Jones)	660 Swiss Ave.

CLASS OF 1889.

Mrs. Chas. Crossman (nee Fletcher)	108 N. Central Ave.
Mrs. Allen Ragsdale (nee Guyton)	651 Bryan St.
Tillie Hyman (deceased).	
Mrs. J. R. Johnson (nee House)	{ 2216 Scott Avenue, St. Louis, Mo.
Mrs. M. Glass (nee Lyne)	168 Swiss Ave.
Mrs. W. M. Jackson (nee Steer)	Iowa Park, Texas.
Mrs. Joseph Morgan (nee Gill)	294 S. Harwood St.
Josie Henderson, teacher, city schools	338 Gaston Ave.
Maud Hall	542 Browder St.
Eugenia Jones (deceased).	
Mrs. Mollie Ingram (nee Meeks)	_____, Cal.
R. D. Coughanour, Jr., Fire Insurance	211 Linz Bldg.
Joseph B. Cave, Stenographer	181 Thomas Ave

CLASS OF 1890.

Mrs. Joseph Morgan (nee Gill)	294 S. Harwood St.
Mrs. Allen Ragsdale (nee Guyton)	651 Bryan St.
Mrs. J. R. Johnson (nee House)	{ 2216 Scott Ave., St. Louis, Mo.
R. Norris Cooper, bookkeeper	Trust Bldg.

CLASS OF 1891.

Ella Harrell (deceased).	
Mary Bryant, Teacher	Denver, Col.
W. Sherwood Bramlitt, lawyer	{ Cor. Jackson and Ak- ard Sts.
Minnie Baird	Ind. Ter.
Mrs. T. V. Kirk (nee Wilson)	{ Cor. 35th St. and Ave. L, Galveston, Texas.
James S. Bullington	Dallas, Texas.
Mrs. John Wolford (nee Haggart, deceased).	

CLASS OF 1892.

Emma Braswell, teacher city schools	{ Cor. Preston and N. Central Ave.
Mrs. Joe Carver (nee Snelling)	457 Main St.
Bessie Cassell, teacher city schools	186 N. Harwood St.
Ella Murphy, teacher city schools	418 Bryan St.
Mrs. Paul M. Galloway (nee Murphy)	418 Bryan St.
Mrs. Dr. R. O. Braswell (nee KcKinnon)	Mineral Wells, Texas.
Octavia Nichols, student, University of Texas	108 State St.
Zoe Best	Greenwood, Texas.
Mrs. S. D. Dealey (nee Downing)	825 S. Ervay St.
Susie Guyton, teacher, city schools	164 Germania St.
Mollie Treuer	259 First Ave.
Oscar Stanage, R. R. ticket agent	425 Ross Ave.
Mrs. W. P. Moore (nee Thomas)	235 Gaston Ave.

Edna Rowe (A. M. University of Texas), teacher	
city schools	906 Bryan St
Mrs. Dick McCarroll (nee Lewis)	Venus, Texas.
Leguori Ennison	124 Thomas Avenue.
Gertrude Camp	100 Ewing Ave., O. C.
Mattie Harris, teacher city schools	133 Allen St.
Jay W. Kearby (LL. B., Univ. of Tex.) lawyer .	Nat. Exch. Bk. Bldg.
Fred I. Clark, manager lumber yard	Jefferson, Texas.
Harmon E. Harroll (deceased).	
Nettie Meyer, clerk, U. S. postoffice	147 Williams St.
Annie Gregory	
Grace Clouse, teacher city schools	200 Thomas Ave.
Bertie Lemmon, teacher city schools	318 Cole Ave.
Lida Hooe, teacher city schools	571 San Jacinto St.
Richard E. Bramlitt, bookkeeper	253 Simpson St.
Dr. Frank J. Hall, physician	316 Linz Bldg.
Fred Woodworth, cashier mine, Minas de San	
Pedro	Chihuahua, Mexico.
Edward A. Belsterling (LL. B., Univ. of Tex.)	
lawyer	Nat. Exch. Bk. Bldg.

Mrs. Ed. Mencer (nee Aunspaugh) 129 Sanger Ave.
Mrs. Chas. A. Rasbury (nee Camp) 873 Ross Ave.
Vibelle Coleman, teacher Orphans Home, Texas.
Mrs. C. T. Randall (nee Elliott) 241 Caruth St.
Mrs. John B. Payne (nee Gibson) { 1210 4th St., Louis-
ville. Ky.
Mrs. R. C. Hargrave (nee Reel)
George C. Edwards (A. M., Harvard), teacher
High school 187 McKinney Ave.
Mordecai B. Meyer, clerk U. S. postoffice 147 Williams St.
Walter A. Stevens, editor Southern Jeweler . . . 424 Commerce St.
Georgia Blaylock 492 Jackson St.
Mrs. D. M. Taylor (nee Carter) Patterson Ave.
Ora Crawford, teacher city schools 573 Bryan St.
Eugenia Estelle Ervay (deceased)
Mrs. J. T. Moore (nee Houghton) Dallas, Texas.
Theodora A. F. Schnell, teacher city school . . . Cor. Worth and Peak St
Mrs. Harry Hurt (nee Sweet) 854 Bryant St.
Richard Morgan, Jr., student University of Texas 290 Canton St.
Dr. Ray B. Wright, physician 303 Trust Bldg.

CLASS OF 1895.

Helen Elmore, teacher city schools	200 Thomas Ave.
Verona Ennison, stenographer	124 Thomas Ave.
Mrs. Asa Hunt (nee Elliott)	175 Thomas Ave.
Edward Callier, clerk Trinity Cotton Oil Co	469 S. Ervay St.
Mrs. G. M. Wynne (nee Cox)	440 Cole Ave.
Norwood Wynne, missionary	Laredo, Texas.
Mrs. George Dolard (nee Tucker)	{ 1120 Thalia St., New Orleans, La.
Clarence Patterson, bookkeeper	Dallas, Texas.
Jessie Gallie, saleslady	280 St. Louis St.
Tyree Cave	181 Thomas Ave.
Mrs. W. B. Kendall (nee Ganzer)	180 Simpson St.
Charles Cohn	Mt. Pleasant, Texas.
Annie Kivlen, elocution teacher	169 Cabell St.
Louise Howard, principal kindergarten	333 Canton St.
Lottie Weichsel, training in kindergarten work	Cleveland, Ohio.
William Wilson, salesman	485 Ross Ave.
Mrs. P. A. Garanbe (nee Koch)	Cor. Matt and Carroll Sts
Nellie Allen	445 Fairmount Ave.
Annie Harrell (deceased.)	
N. Milwee Harper, bookkeeper	306 Wood St.
Mrs. Rogers S. Loyd (nee Maddox)	Blooming Grove, Texas.
Kate Garrett, teacher city schools	125 Holmes St.
Dr. Ernest House, physician	Ferris, Texas.
Vida Heelan, teacher city schools	756 Bryan St.

CLASS OF 1896.

Mary Louise Dickson, teacher city schools	879 Live Oak St.
Marie Louise Dolard	823 Bryan St.
Mrs. Albert R. Harned (nee Watson)	118 Josephine St.
Annie Clyde Searcy, vocal teacher	132 Seegar St.
Allene Oram	119 Cottage Lane.
Dodie Hooe, teacher city schools	571 San Jacinto St.
Pierre B. Mitchell, cashier Mine Co., Ortiga, No.	
27 and No. 6, Adentio	City of Mexico.
Pearl Leedom	206 McKinney Ave.
Orianta Wolff, teacher	232 Crockett St.
Gertrude Block	399 S. Akard St.
Sadie Israelsky	213 S. Ervay St.
Anna Knox Cammack, teacher city schools	295 Grand Ave
Georgia A. Roberts	271 Germania St.
Chas. M. Colville, printer	343 Main St.
Wm. R. Harris, lawyer	North Texas Bldg.

CLASS OF 1896—*Continued.*

Mrs. P. P. Crowder (nee Everett, deceased).	
Willie Eunice Best	Greenwood, Texas.
Mrs. Frank B. Edwards (nee Oliver)	Fort Barrancas, Fla.
Frank B. Edwards, First Lieut. U. S. A	Fort Barrancas, Fla.
Mrs. Robert Nicholson (nee Doran)	311 Gaston Ave.
Adele Mead, violin teacher	Liberty, Mo.
L. Selma Guggenheim	St. Louis, Mo.
Wm. J. Lawther, feed store	421 Elm St.
Wm. S. Long	528 Fairmount Ave.
Mary Therresa Walsh	205 McKinney Ave.
Mrs. Herbert Fallon (nee Tucker)	367 Junius St.
Una L. Roberts, stenographer	271 Germania St.
David E. Grove, Jr., clerk, D. E. Grove fire ins.	211 Linz Bldg.
Elsie Gallie, teacher city schools	280 St. Louis St.
Oakey Letcher, travelling agent	183 Live Oak St.
Roger C. Wells (A. B. Harvard) student, Harvard Cambridge, Mass.	
Jas. Archie Woodside	—————, Ind. Ter.

CLASS OF 1897.

Mrs. M. G. Crawford (nee Roberts)	Bowie City, Idaho.
Mrs. W. M. Haynes (nee Harwood)	358 Hickory St.
Mrs. J. G. J. Perkins (nee Marshall)	{ 51 Cleveland, Ave., Memphis, Tenn.
Mrs. Louis Cade (nee Thomas)	Crockett St.
Mrs. Chas. L. Bennett (nee Phipps)	Chicago, Ill.
Beulah B. Tatman, teacher city schools	201 Crutcher St.
Lodo C. Leeds, stenographer	111 Veal St.
W. P. J. Walsh, salesman	205 McKinney Ave.
DeEmma Shackelford, teacher	532 Bryan St.
Bertha Goslin, teacher city schools	278 St. Louis St.
Bama Hearne Godbold	365 Young St.
Mrs. ——— Williams (nee Stedman)	Dallas, Texas.
Mrs. Ches. B. Gardner (nee Toole)	656 Swiss Ave.
Lucile R. Wall, teacher Orphans Home	Corsicana, Texas.
Rufus M. Wheelock	San Francisco, Cal.
Norma I. Connor	195 Canton St.
Theresa L. Maynard, teacher city schools	426 S. Akard St.
Hattie C. Jones	Wills Point, Texas.
Ida M. Mead, teacher city schools	Dallas, Texas.
Carrie Ethel Webb	128 St. Louis St.
Walter F. Buck, clerk Dallas Loan & Trust Co.	172 Lake Ave.
James H. Pittman, mgr. photographic supplies	345 Main St.
Robt. F. Hetherington, clerk Dallas Mill & Gin Supply Co.	169 Elm St.

CLASS OF 1897—*Continued.*

Carrie Gladys Rosenfeld, stenographer	280 S. Akard St.
Bessie D. Tompkins	349 Young St.
Mrs. Thomas C. Means (nee Hancock)	Waco, Texas.
Mrs. Paul C. Gerhart (nee McDermett)	San Antonio, Texas.
Ethel P. Jones	{ 1110 Clay Ave., Hous- ton, Texas.
Mack J. Garrett, clerk	125 Holmes St.
Ira T. Moore, salesman	271 Elm St.
William Gordon Ewing	San Francisco, Cal.

CLASS OF 1898.

Josephine S. Wilson, teacher city schools	485 Ross Ave.
Raymond R. Lawther, Jr., feed store	421 Elm St.
Joel Samuells, law student, Univ. of Tex	341 Gaston Ave.
Florence Graham	291 Bryan St.
Bertha Dosdall, teacher	Lasour, Minn.
Sallie Long	528 Fairmount Ave.
Sadie T. Cammack, teacher city schools	295 Grand Ave.
Dony W. Beddo, R. R. clerk	585 Cochran St.
Josie Feagans, teacher	19 Highland St., O. C.
Mrs. Louis F. Shanks (nee Randolph)	{ Cor. Watt and Has- kell Aves.
Mrs. Claude R. Hamilton	117 Masten St.
Morris J. Mittenenthal, bookkeeper	199 Elm St.
Marie McKenzie Mackay, teacher city schools	200 McKinney Ave.
Nannie P. Howell	Weatherford, Texas.
Mrs. Robert B. Cammack (nee Nash)	317 Routh St.
Mrs. Tom Lucas (nee Bradford)	223 Cole Ave.
Wm. R. Everett, city circulator newspaper	319 Commerce St.
Lucius C. Conkling, machinist	297 Flora St.
Fay L. Hernstadt	463 S. Akard St.
Flora Laurina Wilkin, teacher city Schools	147 Seegar St.
Mrs. Earl Cooper (nee Myers)	Roswell, N. M.

CLASS OF 1899.

Mrs. E. E. Mossman (nee Brigham)	113 Pauline St.
Ruth Bassett	Oak Lawn.
Fannie Bowles	463 Swiss Ave.
Annie Beattie, teacher city schools	113 Phelps St.
Mrs. Paul W. Lawther (nee Collins)	743 Live Oak St.
Kate Hooe, stenographer	571 San Jacinto St.
Lou Leedom, stenographer	204 McKinney Ave.
Agnes Nickols	108 State St.

CLASS OF 1899—*Continued.*

Hattie Rankin, teacher city schools	333 Swiss Ave.
Mrs. Sam Isaacson (nee Rosenfield)	Denver, Colo.
Mamie Tate, teacher city schools	282 Floyd St.
Fred Kelly, manager collections bank,	251 Junius St.
Jas. Elliott, bookkeeper	193 N. Hawkins St.
L. Q. C. Lamar, lawyer	219 Commerce St.
Mrs. Paul Dana (nee Bradfield)	Thomas Ave.
Mary Bartlett, teacher city schools	263 Simpson St.
Celia Beattie	113 Phelps St.
Mrs. Chas. Walker (nee Coffin)	Weatherford, Texas.
Isabel Goldstein	320 S. Harwood St.
Mrs. Israel Dreeben (nee Levy)	357 S. Ervay St.
Stella Meyer, saleslady	147 Williams St.
Emma Pettey	118 Crutchfield St.
Carrie Reamur, stenographer	142 Alamo St.
Mrs. Frank C. Davis (nee Taylor)	Jessie, Ind. T.
Lizzie Walsh, stenographer	205 McKinney Ave.
Bert McGuire, bookkeeper	383 N. Pearl St.
Ed Connor, student University of Texas	198 S. Ervay St.
Roy Steele, R. R. clerk	303 Main St.
Annie Roberts, stenographer	271 Germania St.

CLASS OF 1900.

Clarence C. Hall	Beaumont, Texas.
Hilda Appleby	472 N. Harwood St.
Minnie Bookhout	287 Masten St.
Frank B. Godley, cadet U. S. Naval Academy	Annapolis, Md.
Augusta Jones	284 N. Harwood St.
Pearl Lewelling, teacher city schools	307 Fairmount Ave.
Daisy Shackelford, teacher	532 Bryan St.
Ida Barnes	330 N. Harwood St.
Mrs. Willie Bowles (nee Brown)	Lubbock, Texas.
John R. Graham, R. R. surveyor's staff	291 Bryan St.
A. O. Harris, R. R. surveyor's staff	Tyler, Texas.
Mary Johnson, teacher city schools	107 Woodside Ave.
Eugene P. Locke, law student	519 N. Tex. Bldg.
Mary Webster, teacher city schools	601 Live Oak St.
Roy P. Howell, ranchman	Weatherford, Texas.
Pearl Bennett	257 Good St.
Stella Buckmaster, teacher	1161 Pacific Ave.
Maggie Johnson, teacher city schools	257 N. Annex Ave.
Estelle Lansdale	McKinney, Texas.
Moina Prator, teacher city schools	Haskell Ave.

CLASS OF 1900—Continued.

Edith Wilson	792 Live Oak St.
Mrs. R. H. Shuttles (nee Blankenship)	178 S. Akard St.
Mrs. Corinne ——— (nee Cahn)	———, Ark.
Winfield S. Mead, R. R. commercial agent	El Paso, Texas.
Annie Hutcheson	101 Crutchfield St.
Helen Kendall, teacher	121 Floride St.
Frankie Thompkins	349 Young St.
James R. Wright, clerk	{ Cor. 3rd Ave. and Oak Lane.

CLASS OF 1901.

Willie Evelyn Cammack, stenographer	295 Grand Ave.
Estelle Cahn, bookkeeper	111 Pocahontas St.
Mrs. Poindexter Davis (nee Chapman)	189 N. Washington Ave.
Emma Rebecca Downs	258 Masten St.
Virginia Annie Fontaine	507 S. Akard St.
Nell Ray	205 San Jacinto St.
Jamie Irene Roberts	271 Germania St.
Viola Rotton, telephone operator	Cora St.
Margaret Mai Routh	441 Cedar Springs.
Loy Jasmine Savage, teacher	148 Lincoln St.
Louise Gilbert	587 Swiss Ave.
Bessie T. Grove, student Randolph-Macon	123 Cadiz St.
Eugenia Mabel Hare, teacher	Kirkland, Texas.
Julia Hill, stenographer	204 Snodgrass St.
Rose Pearl Kline	146 Greenwood St.
Mrs. Herbert Marcus (nee Lichtenstein)	424 S. Akard St.
Hermia Rebecca Wheat	521 Worth St.
Linnie Louise Whitworth, teacher city schools	313 Bryan St.
Marion Francis Brinker, clerk Reed & Murdock	Chicago, Ill.
William L. Leeds, stenographer	111 Veal St.
George W. Sergeant, collector Telephone Co.	147 Hibernia St.
Chas. A. Meyer, bookkeeper	339 Grand Ave.
Josephine Milliken Louckx	204 Floyd St.
Alice G. Morgan	Leonard St.
Birdie Deborah Mayer	657 N. Washington Ave.
Mary Ethel Niblo	130 Pavilion St.
Robt. E. Beddoe, carrier, newspaper	Dallas, Texas.
Kleber V. Lipscomb, clerk	Dallas, Texas.
Geo. G. Gilbert, student, Washington & Lee	Lexington, Va.
Stephen I. Munger, student, Vanderbilt	Birmingham, Ala.

CLASS OF 1902.

Frank Long	528 Fairmount Ave.
Jack Gillespie, bank clerk	674 Live Oak St.
Gibbs Knight, clerk	317 Cole Ave.
Clarence Elmore, stenographer	200 Thomas Ave.
Ed. Long	528 Fairmount Ave.
Mac Jetton, drug clerk	278 Grand Ave.
Chas. Davis	146 Hickory St.
George McEntire, ranchman	Sterling City, Texas.
Albert Nash	345 Routh St.
Tom Holden	262 Browder St.
Rosalie Brown	389 Lucile St.
Edith Barker	135 Cabell St.
Jettie Cheaney	413 Routh St.
Miss John Fisher	412 Ross Ave.
Mae Fletcher	220 Harwood St.
Ethel Nix	589 N. Masten St.
Stella Niblo	130 Pavilion St.
Lillian Parry	353 Main St.
Annie Ray	205 San Jacinto St.
Anna Schnelle	775 San Jacinto St.
Pearle Wolff	232 Crockett St.
Grace Goldstein	107 St. Louis St.
Mamie Kleindenst	191 St. George St.
Flossie Kleindenst	191 St. George St.
Mayde Leachman	194 Beaumont St.
Lena Miller	701 Main St.
Roberta McQueen	143 Hickory St.
Alma Olsen	1037 E. Main St.
Velda Truitt	321 Cottage Lane.
Mary Wathen	388 Worth St.
James Flynn	Hico, Texas.
Mary Monroe	268 Grand Ave.

ALUMNI DALLAS COLORED HIGH SCHOOL.

1892.

John W. Reed, Physician Denver, Col.
Mrs. E. O. Lindley (nee Hall), Teacher Dallas, Texas.
Mrs. Martha J. Carter, (nee Smith) Dallas, Texas.

1894.

Henry Waters, Teacher Pittsburg, Texas.

1895.

Ammon S. Wells, Lawyer Dallas, Texas.
Mrs. Mary E. Burnett (nee Combs), Clerk Dallas, Texas.
Mrs. Ora Wallic (nee Routh), Teacher Pittsburg, Texas.

1896.

Miss Mary E. Griggs, Teacher (Deceased)
Miss Mamie E. Hudson, Teacher Dallas, Texas.
Miss Ellen C. Hartley, Teacher Dallas, Texas.
Mrs. Laura Hill (nee Battish), Teacher Dallas, Texas.

1897.

Miss Sina C. Ray, Teacher Dallas, Texas.
Mrs. Lena Bonner (nee Vaultz), Teacher Muscogee, I. T.
Miss Mary E. Waters, Teacher Pittsburg, Texas.
Chas. L. Morgan, Accountant Dallas, Texas.
Chas. Derritt, Employee T. & P. R. R. Dallas, Texas.

1899.

John H. Dodd, Jr., Student Washington, D. C.
Jefferson A. Mayes, Business Dallas, Texas.
Frank M. Johnson, Student Prairie View, Texas.
Andrew G. Weems, Teacher Dallas, Texas.

1900.

Miss Maggie W. Tyler, Teacher Dallas, Texas.
John H. Polk, Teacher, Dallas, Texas.

1901.

A. Weldon Jackson, Student	New Orleans, La.
David W. Gooden, Packer	Dallas, Texas.
Miss Mattie S. Mansfield, Teacher	Dallas, Texas.
Miss Pauline T. Pittman	Dallas, Texas.
Robt. A. Franklin	Dallas, Texas.

1902.

Miss Lillie A. Shaw	Dallas, Texas.
Miss Zenobia Posey,	Dallas, Texas.
Miss Mary A. Hall	Dallas, Texas.
Miss Charlotte M. Walker	Dallas, Texas.
Miss Lela M. Anderson	Dallas, Texas.
Miss Blanche M. Howard	Dallas, Texas.
Miss Annie M. Cates, (Teacher)	Dallas, Texas.
Miss Lela C. Ewing	Dallas, Texas.
Oscar C. Huffman	Dallas, Texas.
Miss Sula M. Porter	Dallas, Texas.
Miss Rosa E. Pate	Dallas, Texas.
Miss Addie L. Hoffman	Dallas, Texas.
Miss Lillian A. Routh	Dallas, Texas.
Miss Precilla L. Tylor	Dallas, Texas.



COURSE OF STUDY

OF THE

PRIMARY GRADES OF THE DALLAS PUBLIC SCHOOLS.

LOW FIRST GRADE.

Reading and Spelling—Words and sentences from blackboard and from chart for three months; then from Cyr's Primer to page 45. Easy words and sentences written from dictation. Recognition of sounds as indicated by diacritical marks. Much practice in building words containing the short vowel sounds.

Numbers—Teach from objects, numeral frame and the blackboard the ideas of addition and subtraction. Give exercises in numbering, combining, separating and taking away groups of objects, no group exceeding eight. Develop the power to recognize at sight, *without counting*, the number of objects in any group, not exceeding eight. After pupils have acquired skill in combining and separating groups of objects *in sight*, give them similar exercises with objects *not in sight*, but *easily imagined*. Use few abstract numbers. Make haste slowly. Use White's Oral Lessons in Number, as a guide, to page 36. Read carefully "Principles and Explanations," pages 7 to 18, inclusive.

Language—By use of objects and pictures teach simple words, names of things, of material and of people. Have words written on slates and boards. Teach uses of capital letters and periods incidentally. Have children describe orally the things in which they are most interested, their dolls, their pets, their games, etc.

Nature Study—Fall and winter—Corn, goldenrod, sunflower and cotton, butterfly and caterpillar. Preparation for winter—nature, man, animals. Thanksgiving. Cedar trees. Christmas. Life histories of dog and cow. The Eskimo. Forms of water—frost, snow and ice.

Related Literature.

Make nature study the basis of language work.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Music—Introductory chart, two-four and four-four time in nine keys. Rote songs.

Drawing—Practical Drawing, Part 1.—Dallas School Drawing Pencil No. 2. Eraser.

Ask questions about objects before drawing, or make up a little story that children can understand.

Show your children how to draw by drawing on the blackboard before them.

Sketch outline very light. Go over to make lines strong. Make drawing large. As a rule put but one on a page and make large enough to fill up page without crowding.

Use drawing for busy work and language lessons, as well as the regular lesson.

Writing—Vertical Simplified Penmanship No. 1, 48 page book. Penholder, Gillott's Pens No. 425 or 1045.

If slates are used in regular work, they must be properly ruled and the slate pencil must be in wood, and long enough to be held with ease. Teachers are expected to give pupils as much individual help as possible—writing copies and correcting errors. Specimens are to be written in February and May.

Calisthenics—Give breathing exercises and have appropriate motion songs and drills in various physical exercises, such as marching, arm, hand and head movements for at least five minutes twice a day. Also foot extension and butterfly movement. These exercises must be regularly and methodically given.

HIGH FIRST GRADE.

Reading—Daily drill in phonics. Teach long and short vowel sounds, and additional sounds as pupils need them.

Complete Cyr's Primer and then use Oriole Stories.

[See Calkin's Ear and Voice Training for aid in teaching expression.]

Spelling—Simple words from board and from reader should be written, marked diacritically and pronounced. Spell names of such objects as are seen in homes and in the school room.

Keep list of words commonly misspelled and use them in weekly and monthly reviews.

Numbers—Continue as in low first grade. Give exercises in numbering, combining, separating and taking away groups of objects—no group exceeding ten. Develop the power to recognize sight, *without counting*, number of objects in any group, not exceeding ten. After pupils have acquired skill in combining and separating groups of objects in sight, give them similar exercises with objects *not in sight*, but *easily imagined*. Use few abstract numbers. Make haste slowly.

Give thorough drill on the twenty-five facts of addition:

1	2	3	2	4	3	5	4	3	6	5	4	7	6	5	4	8	7	6	5	9	8	7	6	5
1	1	1	2	1	2	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	5
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Then will follow the corresponding facts of subtraction.

Use White's Oral Lessons in Number as a guide to page 62. Read carefully pages 7 to 18, inclusive. Enlarge on text.

Seven denominate number facts: 1 foot=12 inches, 3 feet=1 yard, 2 nickles=1 dime, 10 dimes=1 dollar, 2 pints=1 quart, 4 quarts=1 gallon, 100 cents=1 dollar.

Language—Drill in reproduction work of suitable character. Teach uses of capitals and periods. Have pupils make declarative and interrogative sentences. Give dictation work connected with reading. Simple oral work to introduce the idea of Singular and Plural. Valentine Day and Washington's Birthday afford special work.

Nature Study—Spring—awakening nature. Buds, their arrangement and protection. Germination—plant bean and nasturtium seed. Observation of birds—woodpecker and bluejay, duck (type of water bird); goose (compare with duck). Study violet dandelion, apple and plum blossoms.

Related literature.

Make nature study the basis of language work.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Music—As in Low Division.

Drawing—As in Low Division.

Writing—As in Low Division.

Calisthenics—Twice, at least, each day, for five minutes, give breathing exercises, and practice hand, arm and marching exercises with motion songs. Balance step. These exercises must be regularly and methodically given.

[See Hubbard's Kindergarten Songs.]

LOW SECOND GRADE.

Reading—Baldwin's First Reader completed. Read at least twice a day, paying particular attention to tones of voice, articulation, pronunciation and enunciation. Strive to have pupils to read *naturally—just as they would talk*. An exercise in oral reading that does not comply with this direction is worse than no oral reading.

Supplement with Cyr's First Reader from the library. Give much attention to expression. See Calkin's Ear and Voice Culture.

Spelling—Words from reader and an easy spelling book. Practice diacritical marking. Teach all new words by syllables. Drill in both oral and written spelling. In oral work strive to develop voice power in distinct utterance of every sound.

Keep list of seventy-five words commonly misspelled and use them in weekly and monthly reviews, passing them to the teacher of next higher grade for review.

Language—Drill in easy copying and dictation work in connection with reading and nature study. Teach use of capitals, period, question mark and exclamation point. Teach the use of a and an, is, are, has, have. Let some of the reproduction work be based on stories of "Little People in Other Lands." Practice easy letter writing. Choice memory gems should be committed.

Nature Study—Two or three lessons a week. Continue study of bean and nasturtium. Finish study of apples and plums begun the previous spring. Bees and wasps, metamorphosis of caterpillars, various kinds. Pumpkins and melons studied from flower and fruit.

Preparation of plants and animals for winter. Parrot; crow and owl compared with parrot. History of snow crystals. Evergreens. Further study of the Eskimo. Air, its presence and uses. Winds.

Make nature study the basis of language work.

Related literature.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Numbers—Use as a guide White's Oral Lessons in Number, pages 62 to 88. Read carefully "Principles and Explanations," pages 7 to 18, inclusive.

Enlarge on text.

By frequent use, pupils should be familiar with terms: add, subtract, sum, difference, square, triangle and oblong.

Work in lower grades should be as follows:

- (a) Work with objects;
- (b) Work without objects, but with concrete problems;
- (c) Work with simple abstract problems;
- (d) Require pupils to convert simple abstract into concrete problems.

Music—Finish introductory chart. Rote songs.

Drawing—Practical Drawing, Part II. Dallas School Drawing Pencil No. 2. Models: Sphere, cube, cylinder.

Teach (1) each form as a whole from the models; (2) parts of these forms, as surface, face, edge, corner.

In drawing objects based on the sphere, begin at top and sketch circle very lightly, making left side first; add to it or take from it, lines necessary to complete object.

As a rule make drawings large, put but one on a page.

When practicable have pupils bring to school objects spherical in form and use them as a basis of the drawing lessons. Have each pupil make a list of spherical objects—natural and manufactured.

CUBE: Teach (1) cube; (2) objects of similar form, pages 11 to 25, inclusive.

The study of the cube is divided into two parts, showing (1) one face, pages 11 to 19; (2) two faces, pages 20 to 25.

When one face shows, teach (1) surface, (2) face, (3) edge, (4) corner, (5) horizontal line, (6) vertical line, (7) diagonals, (8) diameter.

When two faces show, teach (1) the square; (2) the slanting lines; (3) parallel lines; (4) receding lines; (5) four positions of the cube, in front of the eye, pages 11 to 12, below the level of the eye, pages 20 to 21, to the left of the eye, page 22, to the right of the eye, page 23; (6) faces visible in each of the four positions.

CYLINDER: Teach (1) vertical cylinder; (2) objects of similar form, pages 26 to 36 inclusive; (3) curved lines; (4) plane surface; (5) curved surface; (6) round surface; (7) straight edge; (8) curved edge.

Teach how to draw the cylinder below the level of the eye and on the level of the eye, pages 27, 28, 29.

Have the children point out forms in nature like the cylinder.

Let each pupil make a list of the objects based on the vertical cylinder. Let them tell you the largest cylinder they ever saw.

Lead the pupils to see that the outline of the body of birds as represented on pages 39 and 40, is the form of the egg as indicated on page 39, and that on page 38, it will be a circle, the same as that of an egg when viewed from either end.

Encourage pupils to illustrate their lessons. Give them not only a chance to think, but to talk about what they have seen.

Have them understand that drawing is for their use and they will be interested.

Writing—Vertical Simplified Penmanship, No. 2, 48 page book. Penholder. Gillott's Pens No. 1045 or 404. Lessons alternate with drawing.

Specimens to be written in February and May. General directions same as for first grade.

Calisthenics—As in previous grades, also basket step.

HIGH SECOND GRADE.

Reading—Baldwin's Second Reader. Supplement with Cyr's Second Reader from the library. Drill twice each day, giving careful attention to pronunciation, articulation and emphasis. Secure natural tone and expression. Consider quality rather than quantity. Once each week have reading and recitation exercises. Supplementary reading as directed.

Numbers—Use as a guide, White's Oral Lessons in Number, pages 88 to 114 inclusive. Read carefully "Principles and Explanation," pages 7 to 18, inclusive.

Spelling—Drill in oral and written exercises from the board, readers and other sources. All new words should be taught by syllables. Practice diacritical marking. As far as possible teach use of words spelled. Each word should be to the child the sign of an idea. Spelling matches may be made profitable. Make list of 100 words for review.

Memory Gems—Short, appropriate memory gems should be committed at least three times each week. This should cultivate memory and taste.

Language—Make nature study the basis of language work. Continue reproduction work as outlined in low second grade. Teach the use of the hyphen and the use of the apostrophe and s to show possession. Teach to write full name, surname, initials, etc.

Nature Study—(Two lessons a week). Spring—Development of buds. Birds—their return, habits, songs; nests of two or three. Unfolding of leaves, their uses and parts. Plant pumpkin, squash, melon and morning-glory seeds. Watch growth and changes. Flowers, their parts and uses. Violet and rose. Frogs and toads. Watch development from eggs.

Related literature.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Music—As in Low Division.

Writing—As in Low Division.

Drawing—As in Low Division.

Calisthenics—As in previous grades.

LOW THIRD GRADE.

Reading—Use Baldwin's Third Reader.

Supplementary reading as directed.

(See directions on this subject in preceding grade; also "Calkin's Ear and Voice Training.")

Numbers—Use White's First Book of Arithmetic, to page 49. Depend for success largely upon having pupils do a great amount of practice in solving and analyzing problems. Supplement the book with numerous examples and constant oral drill, being sure to use the same grade of work. Pupils should never be discouraged by vain efforts at problems too difficult for them to solve. Remember that pupils are benefited only by such work as they *master*. See, then, that exercises are within the reach of pupils' comprehension, and then have them do well much of this work. Drill on notation and on numeration and on the tables. Supplement with exercises from White's Oral Lessons in Number, beginning with page 115.

Spelling—Orthography and meaning of all new words in the reading lessons. List of words made from the geography and from other sources. Teach syllables and the more common diacritical marks.

Language—Reed's Introductory Language Work. In supplementing exercises in this book, teachers should be careful not to give exercises of too high a grade or difficult nature. Remember that the technicalities of grammar should come later in the course. Speaking and writing are arts. Grammar is science. Art precedes science. This little book aims to train pupils in the art of speaking and writing correct English. Do not confuse or discourage them by offering them technical terms. Keep within the scope of the book. Within this range have pupils practice, practice, practice. Everything depends upon the pupil's doing the work himself.

Use Southworth and Goddard's First Lessons in Language as an aid. (In the hands of teacher only.)

Memory Gems—Have pupils commit at least twenty lines of good poetical and patriotic selections each week. See that the selections are worth remembering and such as pupils will understand and enjoy.

Geography—Oral. Use McMurry's Method in Geography as a guide. [See King's "Methods and Aids in Geography" for valuable suggestions and plans in teaching geography in any and all grades.]

Nature Study—(Two lessons a week.) Fall and winter—One composite and one other plant studied and compared. Wasps, bees and their laræ. Fish, turtle or frog, habits and structure. Formation of soil from limestone and sandstone. Fossils.

Related literature.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Music—Educational First Music Reader. First Chart.

Drawing—Practical Drawing, Part III. Dallas School Drawing Pencil No. 2. Models: Half sphere, half cube, horizontal cylinder and cone.

These are modifications of the models used in Part II, but each form should be taught as a whole from the new model. Teach parts of these forms, as surface, face, curved edge, straight edge.

HALF SPHERE: Teach (1) half sphere, (2) objects of similar form, pages 1 to 9, inclusive, (3) surface, (4) face, (5) curved edge.

Teach three positions of the half sphere—on the level of the eye, above the eye, below the eye.

HALF CUBE: Teach (1) the half cube, (2) similar forms, pages 14 to 15; (3) face, (4) rectangle, (5) triangle; applications of the half cube such as “three-cornered” stool, chicken coop, pig trough, tent, roof, etc.

CYLINDER: Teach (1) horizontal cylinder, (2) objects of similar form, (3) the three positions of the horizontal cylinder—in front of the eye, to the left of the eye, to the right of the eye.

Lead pupils to represent objects in the three positions named.

CONE: Teach (1) the cone, (2) objects of similar form, (3) base, (4) apex.

The study of the cone is divided into two parts—(1) when it rests on its base, (2) when the apex points downward.

Teach applications of the cone in each position named, as suggested on pages 20 to 24 inclusive. Have the pupils to tell you of objects manufactured that resemble the cone, objects in nature, etc.

Let pupils write a short description of birds represented on pages 28 and 29. Ask pupils to bring to school nuts represented on pages 30 to 33, and draw from the real object.

Have pupils study the different kinds of trees, and note their various shapes. Learn the names of trees in the vicinity of the school. Encourage pupils to draw objects they see at home and on their way to school.

Lead children to see the type forms in sketches indicated on pages 34 to 38, inclusive. Have pupils to write a short story or description of each animal suggested by its head on pages 39 and 40.

Use drawing in connection with other studies.

Writing—Vertical Simplified Penmanship No. 3, 48-page book. Lessons alternate with drawing.

Penholder. Gillott's pens, No. 1045 or 404.

Give special attention to position, pen-holding, position of tablet and forms of letters. Five to ten minutes daily should be given to movement exercises.

Specimens to be written quarterly. The September and May specimens to be bound in covers.

Calisthenics—Continued as directed in previous grades. Give exercises regularly, methodically, and faithfully.

Recitation exercises continued.

HIGH THIRD GRADE.

Reading—Use Cyr's Third Reader, from the library. Drill daily with close attention to all elements of good reading. Do not forget that the primary object should be to teach the pupils to get the thought from the printed page. A very important, but secondary consideration is the oral exercise, when properly conducted. Have pupils practice concert reading occasionally, also have them memorize and recite choice selections from text. Supplementary reading as directed.

Arithmetic—White's First Book, page 49 to page 78. In both oral and written work supplement the book with numerous examples of the same grade. See directions for Low Third. Teach rapidity and accuracy of work. Supplement with exercises from White's Oral Lessons in Number, "Third Year Course."

Language—See Directions for Low Third. Let each recitation be an occasion for written and oral composition. Require reproduction work, dictation work, story writing and some original composition of a simple nature. Teach criticism of simple errors, as in spelling, neatness, use of capitals, punctuation, etc. Teachers should skillfully direct all exercises, but let pupils do the talking and writing.

Use Southworth and Goddard's First Lessons in Language as an aid. (In hands of teacher only.)

Spelling—As in Low division.

Geography—See directions for Geography in Low Third.

Calisthenics—Practice daily as directed in lower grades.

Memory Gems—Have pupils to commit at least twice a week fifteen or twenty lines of good poetry or prose, as maxims of great men, etc.

Science—Blaisdell's Child's Book of Health, completed. Review constantly.

Nature Study—Two lessons a week. Spring—Germination, buds, leaves. Frogs, development and structure. Birds, habits, structure, characteristics. Tree flowers. Observation of two dissimilar trees.

Related literature.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Writing—Simplified Penmanship No. 4.

Drawing—As in Low Division.

Music—As in Low Division.

LOW FOURTH GRADE.

Arithmetic—White's First Book, from page 78 to page 93. See "Division," page 178 of White's Oral Lessons in Number. Give daily oral drill.

In both oral and written work, supplement the book with numerous examples of the same grade.

Language—Reed's Introductory Language work to page —, and review from first of book. Supplement daily with composition work, as indicated in preceding grade.

Use Southworth and Goddard's First Lessons in Language as an aid. [In hands of teacher only.]

Spelling—Reed's Word Lessons from beginning to lesson 41. Teach diacritical marks and syllabication. Give constant reviews.

Reading—Baldwin's Fourth Reader. Drill daily in vocal elements, in reciting, in concert reading. Drill in exercises suitable to develop voice power, as breathing, distinct utterance of difficult sounds, etc. See preceding remarks on reading.

Supplementary reading as directed.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Calisthenics—Daily drills as in lower grade.

Memory Gems and Observation Lessons continued. Oral lessons on animals, plants, laws of hygiene, etc. Read suggestions for lower grades.

Geography—Maury's Elementary to New England States. Drill on drawing plans of house and grounds, plats of towns, counties, etc.

Music—Educational Second Music Reader. Second Chart.

Drawing—Practical Drawing, Part IV. Dallas School Drawing Pencil No. 2. Models: Ellipsoid, ovoid. These solids are modifications of the sphere.

Ellipsoid—Teach (1) ellipsoid; (2) objects of similar form, pages 1 to 10; (3) horizontal ellipsoid; (4) slanting or oblique ellipsoid.

Have pupils write a list of all objects, natural and manufactured, they can find based on ellipsoid.

Ask them to tell you where most forms of this kind are found—in natural or manufactured objects.

Sketch outline of ellipsoid the same as the sphere, beginning at top, making left side first, or the circle may be made first, and adding equally to opposite sides, as shown on page 1, figure 2.

Objects, like the vase, pitcher, etc., having smooth surfaces, with irregular broken lines.

Ovoid—Teach [1] ovoid; [2] objects of similar form, pages 10 to 16; [3] horizontal ovoid; [4] vertical ovoid.

Lead the pupils to see that an egg, a pear, the body of a bird, the pitcher, the jug, or vase, are similar in form to the ovoid; the lemon, watermelon, potato, plum, cocoanut, vase, to the ellipsoid. Use objects based on these forms for models. Show how the opposite sides of the pitcher or vase balance each other. Call attention to the graceful curves in objects of this kind.

The study of leaves should be taken up at a time when the natural leaves can be procured. The illustrations show a general plan of drawing the leaf. Observe how the lines vary in these drawings. Have pupils tell you why one side of a leaf appears light, the other dark, etc. For drawings of leaves and plants, see pages 22 to 30.

Lead pupils to see that all forms can be found in the general type forms. In the morning-glory, we find the oval shape; in the magnolia, the general outline of the ellipsoid, page 22.

In geography, have pupils draw on blackboard, islands, lakes, straits, peninsulas, waterfalls, mountains, etc.; pages 16 to 21.

Let some work remain on board each day.

Encourage sketching outside of the school room. Let each pupil make one sketch each week and bring to class room. On pages 24 to 40 are good suggestions for such work.

Use drawing in connection with other studies.

Writing—Vertical Simplified Penmanship, No. 5, 48 page book. Lessons alternate with drawing.

Gillott's pens No. 1045 or 404. Penholder.

Specimens to be written quarterly. The September and May specimens to be bound in covers.

HIGH FOURTH GRADE.

Reading—Cyr's Fourth Reader, from the library. Supplementary reading as directed.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Arithmetic—White's First Book, from page 93 to page 117.
Give daily oral drill.

In both oral and written work supplement the book with numerous examples of the same grade.

Spelling—Reed's Word Lessons from Lesson 41 to 81. Teach diacritical marks and syllabication. Give constant reviews.

Language—Reed's Introductory Language Work completed and carefully reviewed from first of book. Daily practice in oral and written composition shall be continued. Be careful to suit the exercises to the capacity of the pupils. You may know that you are doing this work properly if your pupils are intensely interested.

Use Southworth and Goddard's First Lessons in Language as an aid. [In the hands of teacher only.]

Geography—Maury's Elementary to Canada and reviewed from first. Train in map drawing. Supplement geography from readers and works of travel. [See King's Methods and Aids.]

Calisthenics—As in lower grades.

Writing—Vertical Simplified Penmanship No. 6.

Music—As in Low Division.

COURSE OF STUDY

FOR THE

INTERMEDIATE GRADE OF THE DALLAS PUBLIC SCHOOLS.

LOW FIFTH GRADE.

Arithmetic—White's First Book completed to Percentage and reviewed.

Give oral drill daily.

In both oral and written work supplement the book with numerous examples of the same grade.

Composition—Give special attention to composition writing.

Use Southworth and Goddard's Elements of Composition and Grammar as an aid. [In hands of teacher only.]

Geography—Maury's Elementary to lesson 56, and review from first of book.

Language—Reed & Kellogg's Graded Lessons in English to lesson 43.

Reading—Eggleston's First Book in American History.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Spelling—Reed's Word Lessons, from lesson 81 to lesson 124. Drill on syllabication, pronunciation and meaning of words. Give frequent reviews, spelling matches, etc. Make subject interesting.

Physiology—Hutchison's Lessons in Physiology, First Book, chaps. I to VIII, inclusive. Review constantly.

Music—Educational Third Music Reader. Second chart.

Drawing—Practical Drawing, Part V. Dallas School Drawing Pencil No. 1. Eraser.

MODELS: Cube and objects that may be collected by pupils and teacher.

GENERAL: Teach (1) the cube, (2) its application. Teach the thirteen positions of the cube, pages 1 to 6, faces visible in each position; review surface, edge, face, corner, the three classes of lines, level of the eye, point of sight, cube problems, box problems.

The pupil should study these problems outside of the class and be able to draw them on paper or blackboard in the classroom without a copy. Require the pupil to work from principle. Do not allow copying or the use of a ruler. Place a section of the class at the board each day.

Have pupils follow this or some other definite plan in sketching all outlines, not only for the cube, but all similar objects.

FIRST STEP: Sketch lines that represent or suggest edges of front face.

SECOND STEP: Locate point of sight and sketch lines that represent or suggest edges that extend away from observer.

THIRD STEP: Sketch lines that represent or suggest edges of back face.

Go over sketch lines and make stronger to give expression to work as suggested by drawing in the book.

The point of sight shows only in the drawing of the cubes but the pupil should use it in making drawing of the box, inkstand, bench, chair, etc. The pupil should make drawings of the same objects in at least three different positions—below the level of the eye and in front, pages 15 to 18; below the level of the eye and to the left, pages 13 and 14; below the level of the eye and to the right, page 7. The pupil should be able to make the drawings of simple objects without looking at the copy or the object.

Make outline of drawing on pages 25 to 29, as suggested by plan of drawing, page 24, as follows:

FIRST STEP: Decide space drawing is to occupy; sketch a complete outline of this space and in it outline the nearest pole cross-tie and tree.

SECOND STEP: Make horizon or level of the eye line; on it locate point of sight or center of vision, and draw lines representing rails of the track and the height of the telegraph poles, and trees.

THIRD STEP: Draw single lines indicating location of the poles and trees, also make outline of all objects.

This gives a complete outline of the drawing, but all lines are alike and it does not make a pleasing picture.

Go over the outlines again, accenting the lines as you see in drawing. This is what gives expression to the drawing. Observe that the lines on right side of telegraph pole, post, and trees are much darker than on the left side. This indicates the shaded side as it would appear in the sunlight.

Beginners usually draw too many poles, and make them entirely too large.

Have pupils study drawing carefully before making it. Lead them to observe that the poles, trees, etc., in appearance, become shorter, smaller, closer together and less distinct as they recede in distance. These laws must be observed in all outdoor sketches.

On pages 30 to 40 the object is placed in such a position that it requires two classes of lines to represent its receding edges. The points to which these edges converge are called vanishing points. These points are always on the level of the eye, or horizon line, and serve the same purpose in drawing as points of sight.

GENERAL: Lead pupils to make drawings and write about them; to apply their drawing to geography, natural history and other studies.

Writing—Vertical Simplified Penmanship No. 6. Lessons alternate with drawing.

Gillott's pens Nos. 1045 or 604; penholder.

Specimens to be written quarterly. September and May specimens to be bound in covers.

HIGH FIFTH GRADE.

Arithmetic—White's New Complete to page 47.

Give systematic daily drill in oral arithmetic.

In both oral and written work, supplement the book with numerous examples of the same grade.

Mental Arithmetic—Wentworth's to page 50. [In hands of teacher only.]

Composition—Give special and methodical attention to composition writing. Use Southworth and Goddard's Elements of Composition and Grammar as an aid. [In hands of teacher only.]

Geography—Elementary, completed and reviewed from first of book.

Language—Reed and Kellogg's Graded Lessons in English, to Lesson 71, and review from first of book.

Reading—Eggleston's First Book in American History completed and reviewed.

Supplement with Littlejohn's Texas History Stories from the library.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Spelling—Reed's Word Lessons from lesson 124 to lesson 167. Drill on syllabication, pronunciation and meaning of words. Give frequent reviews, spelling matches, etc. Make subject interesting.

Writing—Vertical Simplified Penmanship No. 4.

Drawing—See Directions for Drawing in the Low Fifth.

Music—As in Low Division.

Physiology—Hutchison's Lessons, Book I, completed and thoroughly reviewed.

LOW SIXTH GRADE.

Reading—Carpenter's Geographical Reader (South America). Dicken's Little Nell, No. 22 of the Standard Literature Series.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Spelling—Reed's Word Lessons from lesson 167 to lesson 201. Drill on syllabication, pronunciation and meaning of words. Give frequent reviews, spelling matches, etc. Make subject interesting.

Composition—Descriptive exercises and letter writing. Give pupils abundant practice in these exercises. Rules and lectures are almost worthless here. Have pupils do the work, guided by the teacher's direction and friendly criticism. Emphasize correct oral expression.

Use Southworth and Goddard's Elements of Composition and Grammar as an aid. [In the hands of teacher only.]

Arithmetic—White's New Complete, from page 47 to page 112. Give systematic daily drill in oral arithmetic.

In both oral and written work supplement the book with numerous examples of the same grade.

Mental Arithmetic—Wentworth's, from page 70 to page 100. [In the hands of teacher only.]

Language—Reed & Kellogg's Graded Lessons in English, to lesson 96, and review from first of book.

Geography—Maury's Manual, to lesson 30.

History of Texas—Pennybacker's to "Period of the Republic."

Music—Educational Third Music Reader. Second Chart.

Drawing—Practical Drawing, Part VI. Dallas School Drawing Pencil No. 1. Models: Cube and cylinder. Review cube.

THE CYLINDER: Teach (1) the vertical cylinder, (2) horizontal cylinder, (3) receding cylinder. Pupils should make models to use in connection with the different cylinder problems.

Follow definite plan of making outline of cylinder as suggested on pages 1, 10, 24 and 30.

VERTICAL CYLINDER: Teach the five positions of the vertical cylinder, curved lines, cylinder problems, applications of the vertical cylinder: Each problem should be drawn in at least three positions. (1) below the eye, (2) above the eye, (3) on a level with the eye. Have each pupil to make a list of objects similar to the vertical cylinder.

HORIZONTAL CYLINDER: Teach five positions of the horizontal cylinder, cylinder problems, applications. Each problem should be drawn in at least three positions: (1) in front of the eye, (2) at the left of the eye, (3) at the right of the eye. Have pupils make a list of objects similar to the horizontal cylinder.

RECEDING CYLINDER: Teach five positions of receding cylinder, cylinder problems, applications. Have pupils make a list of objects similar to the receding cylinder.

GENERAL: Continue drawing in connection with other studies whenever practicable.

Writing—Dallas School Writing Tablet. Gillott's pens, No. 1045 or 604. Penholder.

HIGH SIXTH GRADE.

Reading—Longfellow's Song of Hiawatha, Standard Literature Series No. 37.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Spelling—Reed's Word Lessons from lesson 201 to lesson 239. Give constant reviews.

Composition—See directions for Low Sixth.

Arithmetic—White's New Complete, page 112 to page 176. Omitting Articles 177 to 194, inclusive.

Give systematic daily drill in oral arithmetic.

In both oral and written work supplement the book with numerous examples of the same grade.

Mental Arithmetic—Wentworth's, from page 50 to page 70.
[In the hands of teacher only.]

Language—Reed & Kellogg's Graded Lesson in English, completed and thoroughly reviewed, from lesson 71, page 95.

Geography—Maury's Manual to page 74 and review from first of book.

History of Texas—Pennybacker's, completed and reviewed.

Writing—As in Low Division.

Drawing—As in Low Division.

Music—As in Low Division.

LOW SEVENTH GRADE.

Geography—Manual, to page 102, and review from first.

Reading—The Story of the English.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Spelling—List of words from history, geography and reader.

Arithmetic—White's New Complete, page 176 to page 227.
Give systematic daily drill in oral Arithmetic.

In both oral and written work supplement the book with numerous examples of the same grade.

Mental Arithmetic—Wentworth's, from page 100 to page 126.

Language—Reed & Kellogg's Higher Lessons in English to lesson 46.

Composition—Pupils must be trained in the use of correct English, both oral and written. Give systematic attention to composition writing. Use Southworth & Goddard's Elements of Composition and Grammar as an aid. [In hands of teacher only.]

History—United States, Cooper, Estill & Lemmon's, to page 152.

Writing—Material same as in Low Sixth Grade.

Drawing—Practical Drawing, Part VII. Dallas School Drawing Pencil No. —. Models: Sphere, Cube and Cylinder.

The laws of light and shade are few and simple, yet they must be understood before a truthful representation of objects can be secured. Outlines are of first importance. They involve proportion and shape.

THE FIRST STEP in drawing an object is to sketch its outline complete, and in very light lines. See figure 1 on pages 1, 2, 3, 4, etc.

SECOND STEP: Mass in freely and broadly first, sensations of shade, giving little or no attention to little things—the little lights and shades, curves and corners. See figure 2, on pages 1, 2, 3, 4, etc.

Finish up drawing as indicated in figure 3, pages 1, 2, 3, 4, etc. In most spherical forms the higher lights and deeper darks are somewhat removed from each other and usually a little inside the outline.

The shadow, more than all else, shows the direction from which the light comes. The background, which is usually artificial or imaginary, helps to heighten the contrasts and centralize the interest.

The light and shade of the cube differs from the light and shade of the sphere, in that the lightest light and deepest darks usually come close together. Shading for each face is nearly flat, instead of variable as in the sphere.

Observe that the darkest part of the cylinder is a little distance from the outline, and that the change from dark to light is gradual.

On the curved face of the cylinder the lights and shades merge gradually into each other, as in the sphere, while the ends of the cylinder form a sharp contrast with the side as in the cube.

In drawing foliage, the aim is not to draw literally each leaf and twig, but to suggest them. The chief thing is to represent the general appearance, the character of the leaves and branches rather than details.

Have pupils draw objects in different positions as well as with the light coming from different directions.

Music—Educational Third Reader. Second Chart.

HIGH SEVENTH GRADE.

Reading—Longfellow's Evangeline—Standard Literature Series.

Kindness to Animals—Devote at least ten minutes each week to teaching humane treatment of animals.

Arithmetic—White's New Complete, page 227 to page 268. Give systematic daily drill in oral arithmetic. Omit Articles 282 to 284, inclusive, and also Articles 320 to 326, inclusive.

In both oral and written work supplement the book with numerous examples of the same grade.

Mental Arithmetic—Wentworth's, from page 126 to page 145.

Spelling—List of words from history, geography and reader.

Geography—Manual. Complete and review with special attention to the mathematical and physical features.

Language—Reed & Kellogg's Higher Lessons, to lesson 85, and review from first of book.

Composition—Pupils must be trained in the use of correct English, both oral and written. Give special and systematic attention to composition writing. Use Southworth & Goddard's Elements of Composition and Grammar as an aid. [In the hands of teacher only.]

History—United States, Cooper, Estill & Lemmon's, from page 152 to page 282.

Writing—As in Low Sixth Grade.

Drawing—Material same as in Low Seventh.

Music—As in Low Division.

LOW EIGHTH GRADE.

Reading—Ivanhoe, Lady of the Lake. Standard Literature Series.

Arithmetic—White's New Complete, completed.

Mental Arithmetic—Wentworth's, from page 145 to page 170.

Spelling—Give careful attention to this in all written exercises.

Language—Reed & Kellogg's Higher Lessons, to lesson 129, and review from first of book.

Composition—Pupils must be trained in the use of correct English, both oral and written. Give special and systematic attention to composition writing. Use Southworth & Goddard's Elements of Composition and Grammar as an aid. (In the hands of teacher only.)

History—United States, Cooper, Estill & Lemmon's, from page 282 to page 416.

Algebra—Wentworth's First Steps in Algebra.

Writing—As in Low Sixth Grade.

Drawing—Practical Drawing, Part VIII. Drawing Pencil No. 3 or 4, rubber eraser, foot rule divided into eighths of an inch, pencil compass. Models used in previous year's work and objects furnished by pupils.

The rule or compass should be used in drawing all lines, nothing should be done free-hand. Absolute accuracy should be insisted upon.

Everything should be measured and nothing guessed at. Drill for proficiency in the use of rule and compass. Measure simple edges and surfaces, such as the edge of a glass in a window, the edge of a desk, or a panel in a door. Draw simple geometrical figures with rule and compass to give practice in their use.

Teach that mechanical drawing is a representation of edges, surfaces and solids by means of lines drawn with instruments.

Working drawings represent the real shape of the different parts of objects from which they can be constructed.

The work in previous parts of this course in drawing represents objects as they appear to the eye, viewed from a fixed point. In working drawings, the eye is supposed to be directly opposite each part of the object represented.

Teach that full lines (AA), page 23, are used to represent visible edges; dash lines (BB) represent invisible edges; dot and dash lines (CC) represent centers; dotted lines (DD) are used to connect corresponding parts of same object; dimension lines (EE) to indicate dimensions in feet and inches on the object to be made; the sign (') means ft., and the sign (") means inches. Teach front view, top view, side view, end view, etc., using a square prism or cylinder for illustration.

In order to show all the facts necessary to the construction of an object, two or more views are usually required. Draw different views of simple solids, taking measurement from the object and keeping the relative proportions of the different faces.

Teach that a cut through an object is called a section. Sections are tinted by parallel lines which show that the object is represented as if it were cut off or through the point indicated.

Teach drawing to a scale of 1 inch, $\frac{1}{2}$ inch, $\frac{1}{8}$ inch to the foot.

Make drawing of benches, boxes, tables, tools and other manufactured articles, taking the measurements direct from the objects whenever possible.

Music—Educational Fourth Reader.

HIGH EIGHTH GRADE.

Reading—Merchant of Venice—Maynard, Merrill & Co.'s English Classics Edition. Enoch Arden—Standard Literature Series.

Arithmetic—An exhaustive review of the essentials of Arithmetic, including Articles 177 to 194, 282 to 284, and 320 to 326, inclusive.

Mental Arithmetic—Wentworth's, completed and reviewed.

Spelling—As in First Term.

Language—Reed & Kellogg's Higher Lessons in English, finished and reviewed.

Composition—Pupils must be trained in the use of correct English, both oral and written. Give special and systematic attention to composition writing. Use Southworth & Goddard's Elements of Composition and Grammar as an aid. [In the hands of the teacher only.]

History—United States, Cooper, Estill & Lemmon's completed and thoroughly reviewed.

Algebra—Wentworth's First Steps in Algebra.

Writing—As in Low Sixth Grade.

Drawing—As in Low Division.

Music—As in Low Division.



HIGH SCHOOL DEPARTMENT.

FIRST YEAR.

LATIN COURSE.

I TERM.

English.
Algebra.
Physiology.
Latin.

II TERM.

English.
Algebra.
History of England.
Latin.
Mechanical Drawing.

ENGLISH COURSE.

I TERM.

English.
Algebra.
Physiology.
Book-keeping.

II TERM.

English.
Algebra.
History of England.
Mythology.
Mechanical Drawing.

SECOND YEAR.

LATIN COURSE.

I TERM.

Civics.
Geometry.
Physical Geography.
Latin.

II TERM.

English.
Geometry.
General History.
Latin.

ENGLISH COURSE.

I TERM.

Civics.
Geometry.
Zoology.
English.

II TERM.

English.
Geometry.
General History.
Physical Geography.

JUNIOR YEAR.

LATIN COURSE.

I TERM.

Geometry.
Physics.
General History.
Latin.

II TERM.

English.
General History.
Physics.
Latin.

ENGLISH COURSE.

I TERM.

Geometry.
Physics.
General History.
English.

II TERM.

English.
General History.
Physics.
Botany.

SENIOR YEAR.

LATIN COURSE.

I TERM.

Chemistry.
Trigonometry—Reviews.
Political Economy.
Latin.

II TERM.

Chemistry.
Trigonometry—Reviews.
U. S. History.
Latin.

ENGLISH COURSE.

I TERM.

Chemistry.
Trigonometry—Reviews.
Political Economy.
English.

II TERM.

Chemistry.
Trigonometry—Reviews.
U. S. History.
English.

APPORTIONMENT OF STUDIES

IN THE

HIGH SCHOOL.

[NOTE—It is understood that any subject is pursued in both courses unless otherwise indicated.]

ENGLISH LANGUAGE AND LITERATURE.

FIRST YEAR.

I Term—Foundations of Rhetoric—Hill.

Silas Marner—Standard English Classics.

II Term—Foundations of Rhetoric—Hill.

Vision of Sir Launfal—Maynard's English Classics.

Classic Myths—Gayley. [English Course].

Author Study—Four lessons to each author, one lesson per week. Authors to be studied under this plan: Longfellow, Whittier, Hawthorne, Bryant, Poe, Lanier, Joel Chandler Harris, Thomas Nelson Page.

SECOND YEAR.

I Term—Rhetoric—Kellogg.

Sir Roger de Coverly Papers—Standard English Classics. [English Course].

II Term—Rhetoric—Kellogg.

Pope's Translation of the Iliad—Standard English Classics.

JUNIOR YEAR.

I Term—English Literature—Raub.

The Ancient Mariner—Standard English Classics.
[English Course].

II Term—English Literature—Raub.

The Tempest—Standard English Classics.

SENIOR YEAR.

I Term—Critical study of Macbeth—Standard English Classics.

Milton's Lycidas—Standard English Classics.

Burke's Speech on Conciliation with America—
Standard English Classics.

Macaulay's Essay on Milton and Addison—Stand-
ard English Classics.

II Term—Whitney's Essentials of English

Throughout the High School course pupils are to have constant and systematic drill in declamation, recitation, reading, composition, debate, original speeches, and such other appropriate exercises as will contribute toward a complete mastery of the English language, and add ease and dignity to the pupils' general bearing, or in anyway tend to foster the tastes and accomplishments of cultivated people.

At all times and in all classes, but especially in the English and Literature classes, the freest possible use should be made of the library. It should be the teachers' ally in instilling into the pupils a fondness for wholesome reading.

MATHEMATICS.

FIRST YEAR.

I Term—Algebra—Wentworth's School.

II Term—Algebra—Wentworth's School.

SECOND YEAR.

I Term—Plane Geometry—Phillips & Fisher.

II Term—Plane Geometry—Phillips & Fisher.

JUNIOR YEAR.

I Term—Solid Geometry—Phillips and Fisher.

SENIOR YEAR.

I Term—Algebra Reviewed.

Trigonometry—Wentworth.

II Term—Trigonometry Wentworth.

Arithmetic Reviewed.

HISTORY AND CIVICS.

FIRST YEAR.

I Term—History of England—Anderson.

SECOND YEAR.

I Term—Government Class Book—Young.

II Term—General History—Myers.

JUNIOR YEAR.

I Term—General History—Myers.

II Term—General History—Myers.

SENIOR YEAR.

I Term—Political Economy—Thurston.

II Term—U. S. History Reviewed.

LATIN.

FIRST YEAR.

I Term—First Latin Book—Collar & Daniel.

II Term—First Latin Book—Collar & Daniel.

SECOND YEAR.

I Term—Viri Romæ—Buchanan & Minckwitz.

Grammar—Bennett.

II Term—Daniell's Prose Composition, Lessons, 1-20.

Cæsar—Harper & Tolman—Four Books.

JUNIOR YEAR.

Cicero—Harkness. Seven Orations.

Ovid—Allen & Greenough or Lincoln, 2000 lines.

Daniell's Prose Composition, Lessons 20-40.

SENIOR YEAR.

Virgil—Harper & Miller, Six Books of *Æneid*.

Sallust's Jurgurthine War—Herbermann, Complete.

Livy—Book XXII. Capes & Melhuish.

Bennett's Prose Composition. Complete.

GERMAN.

JUNIOR YEAR.

I Term—Thomas' Practical German Grammar. Part I—*Marchen, Grunna.*

II Term—Thomas' Practical German Grammar. Part I—*Tales from Hauff. Der Neffe als Onkel—Schiller.*

SENIOR YEAR.

I Term—Thomas' Practical German Grammar. Part II—*Hoher als die Kirche. Hellern. Wilhelm Tell—Schiller.*

II Term—Thomas' Practical German Grammar. Part II—*Immensee. Storm. Aus dem Leben eines Taugenichts—Eisendorff.*

SCIENCE.

FIRST YEAR.

I Term—Physiology—Hutchison.

SECOND YEAR.

I Term—Zoology—Packard—[English Course].

II Term—Physical Geography—Maury.

JUNIOR YEAR.

- I Term—Physics—Gage's Revised.
II Term—Physics—Gage's Revised.
Botany—Bailey—[English Course].

SENIOR YEAR.

- I Term—Chemistry—Williams.
II Term—Chemistry Williams.



TEXT BOOKS USED IN THE PUBLIC SCHOOLS.

Algebra—Wentworth's First Steps and New School.
Arithmetic—White's Two-Book Series.
Botany—Bailey.
Chemistry—Williams.
Civil Government—Young's Government Class-Book.
Drawing—Webb, Ware & Zaner's Practical.
Drawing Pencils—Eagle.
English, Graded Lessons in—Reed & Kellogg.
English, Higher Lessons in—Reed & Kellogg.
Geography—Maury.
Geography, Physical—Maury.
Geometry—Phillips & Fisher.
German—Thomas' Practical Grammar.
History of Texas—Pennybacker.
History of United States—Cooper, Estill & Lemmon.
History of England—Anderson.
History, General—Myers.
Language Lessons—Reed's Introductory.
Latin, First—Collar & Daniels.
Latin, Viri Romæ—Buchanan & Minckwitz.
Latin, Cæsar—Harper & Tolman.
Latin, Cicero—Harkness.
Latin, Virgil—Harper & Miller.
Latin, Grammar—Bennet.
Latin—Prose Composition—Daniell.
Literature, English—Raub.
Literature, American—
Music—Educational Course.
Mythology—Gayley.
Mental Arithmetic—Wentworth.
Pens—Gillott.
Physiology—Blaisdell's Child Book of Health.
Physiology—Hutchison's 1st and 2nd Books, State Edition.
Physics—Gage's Revised.
Political Economy—Thurston.
Readers—Baldwin.
Reading Chart—Monroe.
Rhetoric—Foundations of—Hill.
Rhetoric—Kellogg.
Spelling—Reed's Word Lessons.
Trigonometry—Wentworth.
Writing—Simplified Penmanship, Zaner, Ware & Webb.
Zoology—Packard.

ASSIGNMENT OF TEACHERS FOR 1902=1903.

LIST OF WHITE TEACHERS.

HIGH SCHOOL.

LOCATION. Bryan Street, between Pearl and Hawkins.

Joseph Morgan, Principal.

Miss Ruth de Capree (Assembly Room A), Department of English.

J. O. Mahoney (Assembly Room B), Department of Mathematics.

Miss Sophia Pappenhagen (Assembly Room C), Department of History.

Thomas B. Kendrick (Assembly Room D), Department of Languages.

R. A. Baker, Department of Science.

Miss Edna Rowe, High School Assistant not in charge of a Department.

Miss Sallie Kinnard Assistant

Miss Jessie Humphries Assistant

Miss Phoebe Hensley Assistant

Mrs. Laura Stobaugh Assistant

Miss Dora Schnell Assistant

Miss Matilda Trimble Assistant

Miss Linnie Whitworth Supernumerary

STEPHEN F. AUSTIN SCHOOL.

LOCATION: Corner Gaston and College Avenues.

W. A. Palmer Principal

Miss Etta Fulkerson Assistant

Mrs. Mattie O. Webb Assistant

Miss Cora Hull Assistant

Miss Maggie Johnson Assistant

Miss Ella Murphy Assistant

Miss Lettie Brown Assistant

Miss Emma Cathey Assistant

Miss Lizzie Keiper Assistant

Miss Mamie Tate Assistant

Miss Hattie Rankin Assistant

Miss Lura Davenport Assistant

Mrs. Virginia Lipscomb Assistant

Miss Retta Brown Assistant

Miss Kate Clark Assistant

Miss Lillie Martin Assistant

Miss Mary Webster Supernumerary

CUMBERLAND HILL SCHOOL.

LOCATION: Between Cochran and Caruth Streets, on west side School Street.

J. A. Brooks	Principal
Mrs. M. S. Sinex	Assistant
Miss Clara Deason	Assistant
Mrs. Eugenia Hamilton	Assistant
Miss Josie Wilson	Assistant
Miss Mary Johnson	Assistant
Miss Helen Elmore	Assistant
Miss Willie Robinson	Assistant
Miss Julia Hensley	Assistant
Miss Kate Wilson	Assistant
Miss Grace Clouse	Assistant
Miss Maggie Mosby	Assistant
Miss Mary C. Spears	Assistant
Miss L. G. Miller	Assistant
Miss Eleanor M. Winn	Assistant
Miss Mary Carnes	Assistant
Miss Stella Williams	Supernumerary

McKINNEY AVENUE SCHOOL.

LOCATION: Between McKinney and Cole Avenues.

C. M. Moore	Principal
Mrs Eulalia Woods	Assistant
Miss Marie Mackay	Assistant
Miss F. J. Hemphill	Assistant
Miss Bertie Lemmon	Assistant
Miss Annie Beattie	Assistant
Miss Affie Johnson	Assistant
Miss Pearl Brown	Assistant
Mrss Clifford Goodwyn	Assistant
Miss Emma Seabaugh	Assistant
Miss Pearl Lewelling	Supernumerary

CEDAR LAWN SCHOOL.

LOCATION: South Ervay Street.

J. W. Kirk	Principal
Miss Birdie Alexander	Assistant
Miss Margaret Culbertson	Assistant
Miss Sadie Cammack	Assistant

CEDAR LAWN SCHOOL—*Continued.*

Miss Flora Wilkin	Assistant
Miss Ida Mead	Assistant
Miss Anna Cammack	Assistant
Miss Therese Maynard	Assistant
Miss Carrie Smith	Assistant
Miss Anna Goslin	Assistant
Miss Della Fulkerson	Assistant
Miss Willie Foster	Assistant
Miss Lila McClure	Supernumerary

OAK GROVE SCHOOL.

LOCATION: Corner Harwood and Jackson Streets.

Miss Emma Halley	Principal
Miss Emma Braswell	Assistant
Miss Lillie B. Tenison	Assistant
Miss Josie Henderson	Assistant
Mrs. M. T. Cooke	Assistant
Miss L. A. Armentrout	Assistant
Miss Eva Langston	Assistant
Miss Alice Osmond	Assistant
Miss Rose Conibear	Supernumerary

SAN JACINTO SCHOOL.

LOCATION: Corner San Jacinto St. and Washington Ave.

Mrs. M. B. Henderson	Principal
Miss Lida Hooe	Assistant
Miss Moina Prator	Assistant
Miss Ora Crawford	Assistant
Miss Vida Heelan	Assistant
Miss Mattie Harris	Assistant
Miss Mary Lou Dickson	Assistant
Miss Bessie Campbell	Assistant
Miss Dodie Hooe	Assistant
Mrs. Bertha Raub	Assistant
Mrs. W. H. Keller	Assistant
Miss Theresa R. Winn	Assistant
Miss Phala Moseley	Supernumerary

COLUMBIAN SCHOOL.

LOCATION: Corner Akard and Park Streets.

Miss Lelia P. Cowart	Principal
Miss Sarah Hyman	Assistant
Miss Susie Guyton	Assistant
Miss Lula Spivey	Assistant
Miss Bessie Cassell	Assistant
Miss Ella H. Davis	Assistant
Miss Nora Wormser	Assistant
Mrs. T. M. Simpson	Assistant
Miss Nannie Paschall	Supernumerary

ALAMO SCHOOL.

LOCATION: Corner Ophelia and Nettie Streets.

J. T. Usry	Principal
Miss Eleanor Crampton	Assistant
Miss Lula Jones	Assistant
Miss Mary Bartlett	Assistant
Miss Bulah Tatman	Assistant
Miss Elsie Gallie	Assistant
Miss Kate Garrett	Assistant
Miss Katie Stout	Assistant
Miss Loy Savage	Supernumerary

DAVID CROCKETT SCHOOL.

LOCATION: Alcalde St., between Victor and Worth Sts.

.	Principal
Mrs. Minnie L. Sickles	Assistant
Miss Annie Ridgeway	Assistant
Mrs. Jennie Bartlett	Assistant

COLONIAL HILL SCHOOL.

LOCATION: Corner Wendelken and Pennsylvania Avenues.

.	Principal
Miss Nellie V. McElreath	Assistant
Miss Addie Justice	Assistant
Miss Laura E. Walker	Assistant

LIST OF COLORED TEACHERS.

COLORED HIGH SCHOOL.

LOCATION. Corner Hall and Cochran Streets.

N. W. Harlee	Principal
Miss Julia L. Caldwell	High School Assistant
B. F. Darrell	Assistant
J. H. Polk	Assistant
Mrs. A. V. West	Assistant
Mrs. W. D. Lindley	Assistant
Mrs. A. B. Ruthuford	Assistant
Miss L. E. Badger	Assistant
Miss Minnie McIntyre	Supernumerary

WRIGHT CUNEY SCHOOL.

LOCATION: Corner Cockrell and Canton Streets.

Chas. Rice	Principal
C. R. Roswell	Assistant
Miss M. E. Griffin	Assistant

BOOKER T. WASHINGTON SCHOOL.

LOCATION: Corner Flora and Burford Streets.

S. H. Thompson	Principal
J. W. Ray	Assistant
Mrs. DeJ. Hamilton	Assistant
Miss Sina C. Ray	Assistant
Mrs. B. F. Ashford	Assistant
Miss M. W. Tyler	Assistant
Mrs. M. T. Groves	Assistant
Mrs. F. L. Harris	Assistant
Miss Annie Mae Cates	Supernumerary

FRED DOUGLASS SCHOOL.

LOCATION: South Preston Street.

J. P. Starks	Principal
W. A. Boswell	Assistant
A. G. Weems	Assistant
Mrs. P. A. Rochon	Assistant
Mrs. W. A. Boswell	Assistant
Miss C. H. Pittman	Assistant
Miss Della M. Booker	Assistant
Miss F. B. Harris	Assistant
Miss Mattie Mansfield	Supernumerary



AMENDMENT TO THE CITY CHARTER.

APPROVED MAY 9, 1899.

TOOK EFFECT AUGUST 26, 1899.

PUBLIC SCHOOLS.

Section 165 That the city public schools shall be under the management and control of a Board of Education, composed of a president and six members, who shall be elected at the general election of the city to be held on the first Tuesday in April, 1900, and shall qualify within thirty days thereafter, and shall hold their office for two years and until their successors are elected and qualified, and shall serve without compensation; provided that the terms of office of all the present Board of School Directors of the city of Dallas shall expire in April, 1900, when the Board of of Education herein provided for shall have been elected and qualified.

Any vacancy on said board shall be filled in conformity with the provisions of this charter. Said Board of education shall have exclusive control of the public schools of the City of Dallas, and shall have full and ample power to provide necessary school buildings and facilities, and to open and conduct a sufficient number of schools to meet the wants of the scholastic population of the City of Dallas, so far as they can do so by prudent and judicious application of the means made subject to their administration and management.

Among the powers hereby conferred on said Board of Education, the following are, for greater certainty, enumerated: To contract for, lease and purchase lots and to construct buildings for school purposes, and to make all needed repairs and alterations in the same; to furnish said school building with all appro-

priate furniture, fixtures and apparatus; to lay off the city into such school districts as in the judgment of the said board shall be proper; to increase or diminish said districts, and to change the boundaries thereof at pleasure; to employ superintendents, teachers and such other persons as may be necessary, and to fix their compensation and prescribe their duties, and to establish all such regulations and rules deemed necessary by the board to provide and maintain an efficient system of public schools in the City of Dallas. Said Board of Education shall annually, on the third Monday in April, file with the Mayor and City Council an official statement of the amount of money, as nearly as can be estimated by said board, which will be needed to pay the cost of maintaining the public schools for the next succeeding fiscal year, exclusive of money, if any, derivable from the State or any other source. The Council, when levying the annual tax for the fiscal year, shall levy an advalorem tax sufficient to defray the expenses of the city public schools; provided that the levy made for defraying said expenses shall not in any one year exceed one-fourth of one per centum of the taxable values of the City of Dallas for that fiscal year. Said tax, when collected, shall be deposited with the City Treasurer by the City Collector to the credit of the school fund, which said sums, together with all sums received from the State, county and other school funds, shall be held by the City Treasurer subject to the order and disbursement of the Board of Education, and shall be paid out upon warrants issued by order of said board, audited by the City Auditor and signed by the president and secretary of the Board. An official statement or copy of all contracts, claims, accounts, pay rolls and demands of whatever nature, whereby any money is to be disbursed or expended from the school funds, shall be filed with the City Auditor, who shall examine, adjust and audit all claims, accounts, pay rolls and demands before the same shall be paid. The Mayor and City Council shall have the right to, at any time, demand of and receive from said Board of Education, an account of all sums received, disbursed and expended by them for school purposes, accompanied by vouchers, data and information deemed necessary to enable the City Council to ascertain the cost, necessities and

expense of said public schools. The School Board shall have authority to enter into contracts by competitive bids—with publishers and dealers in school supplies for furnishing to the patrons or pupils of the public schools of the city any and all books, stationery and school supplies required by the city schools, at such prices as may be agreed upon by and between the board and such publishers or dealers, in no case to exceed the list prices of the same articles in the book stores of the city, and when such contracts or agreements are made by the board it shall be the duty of the Secretary of the Board to keep constantly on hand, and to furnish to the patrons or pupils, of the city schools, the various books, stationery and supplies thus agreed upon, and at prices contracted for by the Board; provided, that no profit, compensation or commission shall ever be allowed to or collected by said Board, its secretary or any members thereof upon the agreed or contract prices at which the publishers or dealers furnish the same to the board under such an agreement or contracts.

Section 166. The President of the Board of Education shall be elected and hold this office as hereinbefore provided. He shall preside over all meetings of the Board of Education, and in case of a tie on any question, he shall give the casting vote, but in elections, he shall vote as other members of the board. He shall be active in enforcing the laws, rules and regulations governing said board. He shall, from time to time, give information about the condition of affairs, and recommend for consideration such measures as he deems best for the schools. At the first regular meeting of the Board of Education after the general election, or as soon thereafter as practicable, the president shall appoint the standing committees of the board, and the president shall be *ex-officio* a member of all committees of the board. He shall have the power to veto any resolution, by-law, motion or order passed by the Board of Education, by filing his written objections within three days after the passage thereof. Sundays and days of passage to be excluded. At the next meeting, or as soon thereafter as practicable, the board shall consider such objections, and unless the board pass the measure over his veto by a two-thirds vote of all the members, taken by yeas and nays, such measure shall

be of no effect. Regular meetings of the board shall be at such times as the board may fix by resolution or otherwise, but the president, on his own motion, may call special meetings by written notice thereof served upon each member, or left at his place of abode or usual place of business. At the first meeting of each new board, or as soon thereafter as practicable, the board shall elect one of the members vice-president, who shall hold his office for two years. In case of absence, failure, inability or refusal of the president to act, the vice-president shall perform the duties of president. In the absence of the president and vice-president, any one of the members may be appointed to preside.



RULES

FOR THE

GOVERNMENT OF THE DALLAS PUBLIC SCHOOLS.

SECTION I.

THE BOARD OF EDUCATION.

1. Organization: The board shall organize on the third Monday in April, or as soon thereafter as practicable, by the election of a vice-president and secretary, whose terms of office shall be for two years.

2. President. It shall be the duty of the president to preside over all meetings of the board, preserve order and see that parliamentary rules are observed.

He shall appoint all standing committees, as soon after organization as practicable, and shall do and perform all duties usually devolving on the presiding officer of a deliberative body. The president shall be ex-officio a member of all standing committees. At the expiration of his term of office he shall make the Board of Education a report of the condition and progress of the schools, and make such recommendations to that body as he may deem advisable for the future needs of the department of education.

3. Vice-President: The vice-president shall, in the absence of the president, preside over all meetings of the board, and in such cases, shall, *pro tem.*, succeed to all the authority and powers of the president.

4. Secretary: It shall be the duty of the secretary to attend every meeting of the Board of Education and keep accurate min-

utes of the proceedings thereof in a book to be provided for that purpose; to preserve and keep in order all books, papers, documents, records and files of said board; to draw all warrants on the City Treasurer and countersign the same. He shall keep the necessary books to show all transactions relating to accounts, contracts and indebtedness of the city public schools, the revenues and expenditures of all kinds. He shall keep a correct account with each separate school building, showing the amount and kind of supplies and fuel delivered, salaries paid and expenditures of all kinds. He shall submit a written report to the first regular meeting in each month, showing the receipts and disbursements during the scholastic year to date of said report and the condition of the school funds. He shall attend to the delivery and distribution of all school supplies and fuel, and shall have and exercise a general supervision and control over all school buildings, grounds and other school property and, subject to the approval of the committee on property and repairs, shall have the authority to, from time to time, have needed repairs made: provided, however, that he first obtain a requisition for same signed by a majority of the committee on property and repairs and approved by the president, and, provided further, that no repairs in excess of \$10 in cost shall be made without the consent and approval of the board. He shall have and exercise general supervision and control over the janitors, and, subject to the approval of the committee on janitors, shall have authority to suspend or discharge any janitor for what may be deemed by the said committee to be sufficient cause. He shall perform such other duties as may be required of him by the board by resolution or otherwise, and as compensation for his services shall receive the sum of \$1200 per annum, payable in monthly installments after services performed.

5. Treasurer: It shall be the duty of the City Treasurer to place all funds coming into his possession for the use of the public schools, whether from the State, County or City, to the credit of the Board of Education, and disburse the same upon warrants issued by order of said board, signed by the president, attested by the secretary and audited by the city auditor. It

shall also be his duty to render monthly and annual statements of this fund to the board.

6. As soon after the annual organization as practicable, the president shall appoint the following standing committees:

- (1) Committee on Finance, Insurance and Salaries.
- (2) Committee on Supplies, Fuel and Janitors.
- (3) Committee on Text-Books and Libraries.
- (4) Committee on Rules, Grievances and Complaints.
- (5) Committee on School Property and Repairs.
- (6) Committee on Auditing.
- (7) Committee of the whole board shall constitute the Committee for the Nomination of Teachers and other employes.

7. There shall be one regular meeting of the board on the third Monday in April of each year, and one regular meeting on the first Monday after the close of each scholastic month in the Superintendent's office, at 8 p. m. The President shall have the power of calling a meeting of the board at any time, when in his judgment, there is a necessity therefor, and it shall be his duty to call a meeting when any three members of the board shall, in writing, request him to do so. The President shall, in person, or in writing, give to each member due notice of all called meetings of the board. Three members other than the President shall be necessary to form a quorum, but a smaller number may adjourn from day to day.

8. The business of the board shall be conducted in the following order:

- (1) Roll call.
- (2) Reading of the minutes.
- (3) Petitions and communications.
- (4) Superintendent's monthly report.
- (5) Reports of Standing Committees.
- (6) Reports of Special Committees.
- (7) Unfinished business.
- (8) New business.
- (9) Adjournment.

9. When a member is about to speak in debate, or desires to present any matter to the Board, he shall confine himself to the question under debate, and at all times avoid personalities. No member shall speak over five minutes on a motion or a matter under discussion, or more than once until all members desiring to speak shall have spoken, nor more than twice without the consent of the Board.

10. The Board, in all matters not otherwise specified, shall be subject to the general rules of parliamentary law.

11. Every member of the Board, who is present when a question is put, shall give his vote, unless excused by unanimous consent of the Board. Appeal may be taken from the decision of the Chair, and any member may call for ayes and nays on a question.

12. No member, while the Board is in session, shall leave without permission of the President.

13. All matters presented as new business shall be referred to the proper committee without discussion, except by consent of a majority of the Board.

14. All Standing Committees shall report in writing.

15. No rule shall be suspended except by unanimous consent.

16. No rule shall be amended or abolished except by a two-thirds vote of the Board.

17. All employes shall be subject to removal for cause by a majority vote of the Board.

18. No member of the Board shall receive compensation for services rendered as a member of the Board of Education, nor shall the Board or any committee thereof, enter into any contract with any member of the Board for work or supplies to be done or furnished the public schools of the City of Dallas, or have any member to do or supply anything for, or to, the public schools out of which contract, work or supplies such member would be financially benefitted.

19. At the beginning of each session, and from time to time during the scholastic year, the President shall, for the purpose of creating Visitors to the various schools, assign to each

member one or more schools and it shall be the duty of such member to visit, at least once in every month, the school or schools to which he has been assigned.

DUTIES OF STANDING COMMITTEES.

1. Committee on Finance, Insurance and Salaries: It shall be the duty of this Committee to prepare for the Mayor and City Council the annual estimate of the amount of money to be raised by taxation for the support of the schools for the next fiscal year. It shall, when necessary, make monthly reports to the Board of the condition of the school fund and an estimate of the sum needed for maintaining the schools for the ensuing month. It shall, at the first meeting in July, submit a detailed statement of the transactions of the preceding year. It shall also be the duty of this Committee to keep all school buildings, furniture and fixtures insured in approved companies and in such amounts as the Board may direct, and equitably prorated among reputable local agencies.

It shall also be the duty of this Committee to recommend a schedule of salaries to be paid employes.

2. Committee on Supplies, Fuel and Janitors: It shall be the duty of this Committee to furnish the Board an estimate of the supplies and fuel needed for the schools for the ensuing year, and, if necessary, advertise for bids. All contracts made for supplies or fuel shall stipulate that the contractor shall furnish the same in such quantities and at such times as the Committee shall require, payment to be made monthly for the supplies or fuel furnished for the preceding month. All other supplies shall be purchased on the written requisition of the Secretary of the Board, provided that the Committee shall not make any purchases except upon the order of the Board, where the sum exceeds ten dollars in the aggregate. This Committee shall have control of all janitors of buildings, and shall fill vacancies for the time being, subject to the approval of the Board, provided that any janitor may, for good cause, be summarily suspended, such suspension to be reported immediately to the Committee on Rules, Grievances and Complaints.

3. Committee on Text-Books and Libraries: It shall be the duty of this Committee to recommend text-books to be used in the schools, and it shall from time to time suggest such changes as it may consider desirable. Any proposition for change of text-books shall be referred to this Committee, and it shall be its duty, with the assistance of the Advisory Committee, composed of the Superintendent, the Principal of the High School and the Principals of the three largest ward schools, to consider the proposed change and report to the Board; provided, that it shall be the duty of this Committee to present a report to the Board at least four weeks before the adoption of any text-book or change thereof, naming the book recommended by the Committee. This Committee shall supervise the selection, purchase and distribution of books and book-cases for the libraries of the public schools. It shall make to the Board such recommendations as it may deem advisable for the extension and protection of the libraries; examine from time to time the condition of the books and book-cases, and report to the Board any abuse or lack of proper care and use of same that may be observed, and exercise a general supervision over the use and management of the libraries.

4. Committee on Rules, Grievances and Complaints: It shall be the duty of this Committee to receive, through the Superintendent, and investigate complaints, grievances and appeals coming from principals, patrons and teachers of the schools, and report the result of their investigation to the Board with recommendations. It shall receive the report of the Superintendent upon the inefficiency or misconduct of teachers, and only charges confirmed upon a thorough investigation on the part of the Committee shall be reported to the Board. This Committee shall, in conjunction with the Superintendent, arrange and compile the annual reports of the Superintendent and President of the Board of Education, which shall embrace all the rules, regulations, course of study of the schools, and such other data as to them may seem useful and proper, and to publish the same biennially in neat pamphlet form at the close, as nearly as practicable, of each scholastic year.

5. Committee on Property and Repairs: It shall be the duty of this Committee to examine the school buildings from time to time, and to recommend to the Board such repairs and alterations of buildings and their appurtenances as they may deem proper. They shall, in conjunction with the Secretary of the Board, have charge of all repairs ordered by the Board, and shall estimate the cost of all necessary work and repairs to be done in and about any of the school buildings and premises, and report the same to the Board, and see that work is done in accordance with the bids or contracts therefor; provided, that the Committee shall not order any repairs or work done on its own motion when the cost thereof shall exceed ten dollars in the aggregate.

6. Auditing Committee: It shall be the duty of this Committee to examine and audit all claims and report the same to the Board with approval or disapproval, as the case may be. It shall also make a thorough examination of the books of the Secretary and Treasurer on or about the first of April of each year and report the condition thereof to the Board.

7. Committee of the whole Board shall constitute the Committee for the nomination of teachers and other employes.

8. Special Committees: Special Committees with specific duties may be appointed from time to time. It shall be the duty of all Special Committees to report to the Board at the first meeting after their appointment. The supervision of the construction of improvements made by the Board shall be by special committees, whose duty it shall be to become thoroughly acquainted with the terms of the contracts, and to closely and frequently inspect the quality of material used and the character of the work done, and to secure a faithful and specific performance of the contract, making report from time to time of the progress of the improvement.

SECTION II.

DEPARTMENTS.

1. The schools are divided into Primary, Grammar and High School departments.

2. In the Primary Department, comprising the first four grades, are taught: Spelling, Reading, Arithmetic, Language, Geography, Writing, Composition, Drawing, Vocal Music and Nature Study.

3. In the Grammar Department, comprising the second four grades, are taught: Geography, Grammar, Natural History, Arithmetic, History of the United States, History of Texas, Composition and Declamation, Writing, Drawing and Vocal Music.

4. In the High School Department, comprising the last four years of the course, are taught: The Higher English branches, History, Latin, Physical Geography, Mathematics, Natural Philosophy, Chemistry, Composition and Declamation, Drawing, Writing, Political Economy, Botany, Vocal Music and Physiology, including the effects of alcoholic stimulants and narcotics on the human system.

SECTION III.

SESSIONS.

1. The yearly session commences on the third Monday in September and continues through nine scholastic months, omitting the Christmas holidays; provided, the Board of Education shall have the right whenever in their judgment there is good and sufficient cause to suspend any or all of the schools for such period of time as they may deem necessary, and no teacher or janitor shall be entitled to salary during the time of such suspension.

2. The daily sessions, except at the High School, shall be from 9 a. m. to 3:30 p. m., except for the first two grades. For the first and second grades it shall end at 2:30 p. m., and for the third and higher grades at 3:30 p. m. There shall be an intermission of one hour at noon and fifteen minutes each morning and afternoon.

3. At the High School building the daily sessions shall be from 9 a. m. to 3 p. m. There shall be an intermission of one-half hour at noon and fifteen minutes each morning and afternoon.

SECTION IV.

HOLIDAYS.

The holidays shall be as follows: Thanksgiving Day, February 22, April 21, December 25 to January 1, inclusive.

In the afternoon of the days preceding these holidays and on March 2, appropriate exercises shall be held in each school.

SECTION V.

GRADUATION.

1. Students who fail to make an average of 75 in all the studies pursued in the senior year, or who fail to make an average of 60 in any one of such studies, shall not be permitted to graduate. In determining the students' fitness for graduation, their monthly averages shall be considered as having more value than their final examination averages.

2. A student who makes the necessary average for graduation, 75 per cent. in all studies pursued in the senior year, and fails to make the requisite minimum of 60 per cent. in not more than one subject, may be allowed a second examination in that subject.

3. Upon the completion of the course of study, as outlined in the High School curriculum, and on the approval of the Superintendent of Schools, a diploma shall be granted to those completing such course and receiving such approval. Such diploma shall be signed by the President of the Board, attested by the signature of the Secretary and the seal of the Board, and by the Superintendent of Schools and faculty of the High School.

SECTION VI.

ELECTIONS AND SALARIES.

1. On the third Monday in April, or as soon thereafter as practicable, the Board shall elect a Superintendent for the public schools, who shall receive a salary of \$2,400 per annum, payable in equal monthly payments, and whose term of office shall be two years, beginning with the first day of the following July.

2. On the first Monday after the annual commencement, or as soon thereafter as practicable, the Board shall elect principals and teachers for the ensuing year. Principals shall be elected for a term of two years and teachers for a term of one year.

3. Neither the Superintendent nor any principal or teacher shall be elected by less than four affirmative votes, provided, that whenever by reason of resignation or any other cause, there are two or more vacancies in the Board, then employes shall be elected by the vote of a majority of the members at the time.

4. There shall be elected annually by the Board a janitor for each building.

5. The salaries of all principals, teachers and janitors shall be fixed prior to their election, and shall in no case be changed after acceptance, which said acceptance shall be filed with the Secretary of the Board of Education within twenty days after date of notice, and said principals and teachers shall sign and accept the following contract, to-wit:

6. Contract made and entered into this....day of....19.. by and between the Board of Education of the city of Dallas, of the first part andof the second part, Witnesseth:

That the party of the first part hereby employs the saidas a Teacher, or Principal in the Public Schools of the City of Dallas, for the scholastic year beginning the day of19.., at a salary at the rate of \$.....per month during such period of time as the schools may be in session; provided that no compensation shall be allowed for time lost on account of the suspension of the schools or any part of them by the action of the Board.

That the said.....undertakes and promises to teach in said schools to the best of . . skill and ability, and to conform in all things to the By-Laws, Rules and Regulations

of said Board of Education, which are specially made a part of this contract.

Signed.....day of.....19..

.....President.

.....Secretary.

.....Teacher.

SALARIES.

Secretary of the Board.....\$100 per month.

WHITE SCHOOLS.

ASSISTANT TEACHERS.

Teacher of one year's experience..... \$45 00

Teacher of two years' experience..... 50 00

Teacher of two or more years' experience, in
Dallas for the first time..... 50 00

All teachers of two or more years' experience shall
have an increase of \$2.50 per month for each
added year of experience until the limit of
\$65.00 is reached.

HIGH SCHOOL ASSISTANTS.

Teacher of English.....\$100 00

Teacher of History..... 100 00

Teacher of Science..... 100 00

Teacher of Languages..... 115 00

Teacher of Mathematics..... 120 00

Assistant teacher not in charge of a Department 75 00

PRINCIPALS.

Principal of High School.....\$166 66 2-3

Principal of Stephen F. Austin School..... 110 00

Principal of Cumberland Hill School..... 120 00

Principal of McKinney Avenue School..... 110 00

Principal of Cedar Lawn School..... 110 00

Principal of Oak Grove School 100 00

Principal of San Jacinto School..... 110 00

Principal of Columbia School..... 100 00

Principal of Alamo School..... 95 00

Supernumeraries shall receive a salary of \$15 per month, and for supplying places of absent teachers (except in case of visiting teachers), one-half of the pay of the teacher whose place is supplied; provided the aggregate does not exceed \$45 per month.

Teachers who are absent from school on account of sickness shall be allowed half pay; provided in cases of protracted illness this allowance is not made after fifteen days of continuous absence.

When a teacher voluntarily withdraws from the schools for the purpose of studying at an institution of learning, the time so spent shall be considered as "years of experience" in fixing the salary if he or she is re-elected as teacher in the schools, and the certificate of such teacher shall not be invalidated on account of such absence.

COLORED SCHOOLS.

ASSISTANT TEACHERS.

Teachers of one year's experience.....	\$30 00
Teachers of two years' experience.....	35 00
Teachers of two or more years' experience, in Dallas for the first time.....	35 00
All teachers of two or more years' experience shall have an increase of \$2.50 per month for each added year of experience until the limit of \$50.00 is reached.	
High School assistant.....	65 00

PRINCIPALS.

Principal of High School.....	\$85 00
Principal of Wright Cuney School.....	70 00
Principal of Booker T. Washington School.....	80 00
Principal of Fred Douglass School.....	80 00

JANITORS.

Janitor of the High School	\$85 00
Janitor of Alamo Building.....	25 00
*Janitor of Eight Room Building.....	40 00

The Janitor of the High School shall have charge of the buildings and grounds during the vacations, for which he shall be paid \$10 per month.

*Janitor of building of more than eight rooms, \$2.50 per month additional for each room in use, more than eight.

COLORED JANITORS.

Janitor of High School	\$40 00
Janitors other buildings, \$3.00 per month for each room in use.	

SECTION VII.

SUPERINTENDENT.

1. The Superintendent is the executive officer of the Board, and shall act under its advice and direction. He shall attend all meetings of the Board, and take part in the deliberations, but shall not be allowed to vote on any question.

2, He shall conduct the normal classes and shall exercise a constant personal supervision over all the schools, and visit every room in each of them at least once a month.

3. He shall make a monthly report to the Board of the absence or tardiness of any of the teachers, either from the regular school duties or from attendance upon the normal class, and he shall make an annual report to the Board of the general condition and progress of the schools.

4. He shall have power to suspend any pupil for persistent violation of school regulations, or when the example of such scholar is injurious to the school. In such cases he shall notify the parent or guardian, and also the Board of Education, to whom an appeal may be made. The power of expulsion shall rest with the Board.

5. He shall determine the forms of all registers, records and blank books used in the schools, see that they are of uniform pattern and have charge of their distribution to teachers.

6. He shall be in the office of the Superintendent between the hours of 3:30 and 4:30 p. m. on school days, and from 2:30 to 4:30 p. m. on Saturdays, to attend to such business as appertains to his department.

7. It shall be his duty, as soon as practicable after the election of teachers, to assign each to the position he thinks said teacher best qualified to fill. He shall have power at any time

during the session to make any changes in the assignment of teachers which he may deem advisable and for the interest of the schools.

8. It shall be the duty of the Superintendent, when he doubts the qualifications, efficiency or fitness of any member of the teaching force to report the same to the Committee on Rules, Grievances and Complaints.

SECTION VIII.

PRINCIPALS.

1. Every principal of a ward school shall have an intermediate certificate, or some certificate of higher grade or rank.

2. The principal of each school shall, under the direction of the Superintendent, be responsible for the observance and enforcement of the general rules and regulations in his school; and, by and with the advice and consent of the Superintendent, he may make and enforce such special regulations as he may deem advisable.

3. The Principal of each school shall examine, classify and assign to proper grades all pupils who may rightfully apply for admission into his school. For the discharge of this duty he shall be at his building two school days next preceding the opening of each annual session.

4. When the Principal doubts the age, residence or other qualification of a child, affecting his right to receive the benefits of the public schools, he may require the presence of the parent or guardian, who shall in a written statement give a satisfactory evidence of the child's right to be admitted. Until the parent or guardian complies with this rule the child in question may be excluded from the school.

5. It shall be the duty of the Principal of the school to keep all school records according to prescribed forms, and to make all reports required by the Board and Superintendent; to visit, as often as practicable, the rooms of assistant teachers; to advise with teachers and to assist them in regard to the best methods of

discipline, instruction and the arrangement of exercises; to have the general management of the school in his or her charge, and to see to the maintenance of good order in the building, on the premises or in the neighborhood thereof; to have personal care of all school property, furniture, apparatus, fences, walks, shade trees, outbuildings and yards, and to secure the greatest possible neatness and cleanliness in and about the buildings and premises.

6. The Principal of a school shall, for good cause, have the power to summarily suspend the Janitor, such suspension to be immediately reported to the Secretary, who shall immediately investigate the cause and report same without delay to the Committee on Janitors. The suspension of a Janitor by a Principal shall remain in force until same has been considered and passed upon by the Committee on Janitors. The Secretary shall employ some competent person to perform the duties during the suspension of a Janitor.

7. Principals shall promptly attend to all cases of misconduct reported to them by their teachers, carefully examine the facts in the case, and advise or administer the appropriate remedy. Principals shall have power to suspend pupils until the Superintendent can be notified; and the cause of suspension shall be transmitted within twenty-four hours to the parent or guardian and to the Superintendent.

8. It shall be the duty of Principals to be at their respective buildings at least thirty minutes before the time fixed for opening the daily session, to register the time of arrival, and see that pupils do not assemble in, at or about the school grounds earlier than thirty minutes prior to the opening of the daily session.

9. Whenever, for any cause, a school shall be dismissed before the usual hour of closing, it shall be the duty of the Principal to report to the Superintendent with the reasons for such dismissal.

10. Principals shall, at the close of each scholastic year, report to the Superintendent the progress and condition of their respective schools and make such recommendations as they may deem advisable and expedient; and they shall file with the Secre-

tary of the Board a list approved by the Superintendent of all supplies needed by their respective schools for the next scholastic year.

11. It shall be the duty of the Principal to report to the Superintendent at the close of each week any neglect, inattentive, insufficient, or otherwise unsatisfactory official conduct on the part of his teachers or janitor, which report shall, at the request of the Superintendent, be written and filed in the Superintendent's office. It shall be his duty at the close of the school year to report to the Superintendent upon the general condition of each class and the efficiency in discipline and instruction of each teacher.

12. It shall be the duty of Principals to report to the Superintendent all non-resident pupils entering their respective schools, giving name, age, place of residence and name of parent or guardian of each pupil; and also to collect the tuition of such pupils and pay the same over to the Superintendent. Principals shall be held responsible for the tuition of such pupils remaining in their schools, whether reported or not reported to the Superintendent.

13. School property is acquired and held in trust by the Board of Education solely for school uses, and the Principal of any school is authorized to exclude, at his discretion, from the premises in his charge, any person who may enter or seek to enter the same for any purpose not properly pertaining to school affairs. Such Principal shall also have the right to eject any person from such grounds who shall conduct himself in such a manner as to disturb such school, or injure any school property in his charge.

14. In addition to the duties of Principals heretofore set forth, the Principal of the High School shall perform the following duties:

He shall be Assistant Superintendent and shall perform the duties of Superintendent when the Superintendent may be sick or absent from the city, and whenever required by the Board for other reasons.

15. The Superintendent, the Principal of the High School and the Principals of the three largest ward schools shall constitute an Advisory Committee, whose duty it shall be, without extra compensation, to assist the Text-Book Committee when any proposed change in the course of study or text-books is under consideration. Said Advisory Committee shall annually, at the close of school, or as soon thereafter as practicable, report to the Text-Book Committee needed changes in the text-books or course of study of the schools. In vacation the members of this committee in town shall constitute a quorum for the transaction of business.

16. Any Principal violating any of the rules of this Board may be punished by temporary suspension, or dismissal from position, at the discretion of the Board.

SECTION IX.

TEACHERS.

1. It is the duty of all teachers in each school to co-operate with and assist the Principal in the maintenance of proper order, study and discipline among the pupils.

2. The teachers of the several schools shall devote themselves at all times faithfully, and during school hours, exclusively to the duties of their stations. They shall give careful and constant attention to the instruction, discipline, manners and habits of their pupils, and they shall, in turn, be present on the grounds with the pupils at recess, and shall exercise the greatest vigilance in maintaining order. They shall take care that no damage be done to the building, furniture, apparatus, or any other description of school property; and when injury shall be done them, they shall give prompt notice of the same to the Principal.

3. All teachers are required to open and remain in their respective school rooms at least thirty minutes before the time of opening school each morning. Teachers failing to comply with this rule shall report themselves as tardy to the Principal. They shall not permit disorder, unnecessary noise, or any rude conduct in the room at any time, and shall never allow pupils to remain in

the school rooms, except during their presence, or under some regulation for securing order that has been approved by the Principal.

4. All teachers are required to enter upon the open exercises of their respective rooms at the precise minute appointed, and in no case, except in cases of unforeseen necessity, shall they dismiss the pupils earlier than the appointed time, for any day or part of a day, without permission of the Principal.

5. In all cases of absence or tardiness the teacher shall file with the Superintendent a statement in writing, explaining the cause of such absence, and shall suffer a forfeiture of pay for the time lost, unless excused by the Board.

6. The teachers may, for the purpose of observing the modes of discipline and instruction, visit any of the public schools of the city, but such visits are not to be made oftener than twice a year, and only under the permission of the Superintendent.

7. The teachers shall attend to the physical education and comfort of the pupils under their care. When from the state of the weather, or other cause, the recess in the open air shall be impracticable, the children may be exercised within the rooms, in accordance with the best judgment and ability of the teacher.

8. Teachers shall be kind and courteous to their pupils, requiring of them in return politeness and prompt obedience. They shall aim at such discipline as would be used by a wise and kind parent, avoiding severe punishment in all cases where milder means can be made effectual. It is strictly enjoined upon teachers to avoid all appearance of anger and indiscreet haste in discipline, and in all the more difficult cases to apply to parents for their co-operation, and to the Principal or Superintendent for advice and direction.

9. No subscription or contribution shall be allowed in the public schools, nor shall any teacher receive a present from the pupils in the public schools.

10. No teacher shall read, or allow to be read, any advertisement or permit the same to be distributed in the schools or upon the school premises. No agent shall be allowed to announce any

public entertainment, nor is any one to take up the time of the schools by lectures of any kind.

11. At the close of the school, every day, it shall be the duty of each teacher to notify the parent or guardian of every pupil, without exception, who was absent or tardy in attendance. Printed forms of these notices shall be supplied by the Superintendent, and all such notices shall be sent by mail or served by the teacher personally.

12. All teachers shall acquaint themselves with the regulations of the Board of Education and co-operate with the Principal and the Superintendent in their enforcement.

13. Any teacher violating any of the rules of this Board may be punished by temporary suspension or dismissal from position, at the discretion of the Board.

14. No teacher shall suggest to any pupil the name of any book-dealer, or firm of book-dealers, from whom to purchase any books, etc., needed in the schools.

15. It shall be the duty of the supernumeraries to constantly attend upon the schools to which they are assigned by the Superintendent and to take the place of permanent teachers when they are absent from their rooms; provided, that no supernumerary shall receive extra compensation for taking the place of a regular teacher who is absent visiting other schools of the city with the consent of the Superintendent.

16. Teachers resigning their positions in the schools shall notify the Superintendent fifteen days in advance of such resignation; otherwise they shall forfeit their salary for that length of time; provided, that when some unforeseen necessity renders it impossible to give such notice, then the teacher may be released from such forfeiture upon satisfactory explanation.

17. The marriage of any female teacher after election, or during the scholastic term, shall be considered a resignation and cancellation of her contract without further notice.

18. In addition to their regular work, teachers of departments in the High School may be assigned such other classes as the Superintendent and Principal of the High School may find necessary or expedient.

19. Not more than two members of any family shall be employed as teachers in the schools.

SECTION X.

DEPARTMENT SUPERVISORS.

1. The Supervisors of Departments shall, under the Superintendent, have general charge of the work in their specific departments.

2. It shall be the duty of the Department Supervisors to advise and instruct teachers in regard to the work in their respective departments, both in private and in meetings of the teachers of the various grades held under direction of the Superintendent.

3. They shall carefully inspect the instruction given by teachers and the results of such instruction as shown in the work of the pupils; and shall also give model lessons in the school room so that the teachers may better understand and carry out their general plans of instruction.

4. Supervisors shall register the exact time of their arrival at each school, and shall report to the Superintendent at the close of each scholastic month all absence, tardiness or other irregularity in their attendance.

5. They shall at the close of each school year, and at other times if desired, present to the Superintendent a full report of the work of their departments, with such suggestions and recommendations as to changes in the course of study and methods of teaching as will tend to the improvement of the work in their respective departments.

6. Supervisors shall be subject to suspension or dismissal under the same rules applicable to teachers.

SECTION XI.

TEACHERS' NORMAL INSTITUTE.

1. There shall be two normal institutes for the instruction of the teachers of the public schools of the city; one for the teachers of the white schools, the other for the teachers of the colored schools.

2. All teachers of the public schools of this city shall be required to attend the institutes, and all other meetings, regularly and punctually, and to prepare such exercises as may be prescribed.

3. Any teacher failing to attend any of the said meetings, or refusing to perform the duties assigned, without giving reasonable excuse, shall be deemed guilty of neglect of duty, and may be dismissed from the public school service.

4. Each class shall meet as often as required by the Superintendent, and at such time and place as he may appoint; provided, such hour be chosen as shall not conflict with the regular sessions of the schools.

5. The exercises shall be conducted with special reference to the practical work of teaching, and the members of the respective classes are required to prepare themselves thoroughly, and with a view to their daily duties.

SECTION XII.

DUTIES OF PATRONS AND PUPILS.

1. Patrons are earnestly requested, and they are urged, to send their children regularly to school after they have once been enrolled. It is their duty to see that they are punctual in attendance. At the opening of school in September, the regular term time of admission, parents should have their children enrolled, that they may be properly classified. A delay of a few days is felt throughout the session; it produces confusion in organization and classification.

2. The seat of a pupil who is continually absent or tardy will not be kept reserved, nor shall it be kept reserved to the deprivation of others who may desire to occupy it. To be irregular is to make no satisfactory progress. An excuse, in writing, must be brought to the teacher, signed by the parent or guardian, for each case of tardiness or absence of the child, and must state some reason for the pupil's absence or tardiness. In case such excuse is not presented by the child, then the teacher shall refer the case to the Principal, who at his discretion, may decline to readmit the child for that day, or till such excuse shall be presented.

3. Pupils absent more than three times, or tardy more than three times, or absent and tardy more than three times in four consecutive weeks without good excuse, may be referred to the Superintendent and, at his discretion, be suspended. The only excuse considered good shall be sickness or some other reasonable cause.

4. Parents shall furnish their children with all the books and stationery required by the rules of the schools, and no child not thus furnished shall be continued.

5. No pupil shall be allowed by the teacher to use the books and school material of another pupil. The books of pupils shall be examined repeatedly by the teachers, to see that the name of the owner is written once and only once; and other writing, marking or defacing shall be punished by demerit under the head of "Neatness."

6. It is the duty of parents to see that their children, in attending school, are neat and clean in person and dress.

7. It is also their duty to teach their children lessons of obedience to the constituted authorities of the school and subordination to the rules thereof, as no child will be retained whose conduct is refractory and whose intention is not to submit to the government and discipline of the schools.

8. Pupils are required to be faithful in the performance of their school duties; to attend to the lessons assigned to them to be prepared at home, and in school to give exclusive, constant and quiet attention to their own proper business.

9. Delinquency in recitation, when from tradiness, obstinacy or other cause, must be made up either at recess or after school hours, at the option of the teacher; but no pupil shall be detained for this purpose more than thirty minutes after the dismissal of the class.

10. Pupils shall not be permitted (except in urgent cases or on written request of parents or guardians) to leave school to attend to other duties, nor to leave the school grounds at intermission without permission.

11. Pupils who shall deface or injure the school property shall pay in full for all damages, and failure to do this within one week shall subject them to suspension by the Principal.

12. During the regular exercises of the school, pupils are required to abstain entirely from communication with one another, by speaking, writing or by signs, without special permission of the teacher.

13. Pupils who shall, from indolence, irregularity, or inability, fall behind in their studies, shall not be advanced with their classes, unless by special effort they regain their standing.

14. In all grades from the Low First to the Low Eighth, inclusive, the pupil's fitness for promotion at the close of the term shall be determined by the teacher's estimates of their daily work; provided, that in case of dissatisfaction a special examination may be given by the Principal, on the application of the parent or guardian. Pupils of the High Eighth Grade and of the High School department, shall be required to pass an examination at the close of each term.

15. Pupils who leave the school before the close of the school year shall not be permitted to join their respective classes until they have passed a satisfactory examination on the required studies, which examination shall be under the direction of the Principal.

16. Pupils, on leaving the public schools, should notify their teacher beforehand of such intention. No pupil, after leaving one school shall be allowed to enter another school without permission of the Superintendent.

17. The attendance of pupils known to be affected with any contagious or infectious disease, or coming from a family where any such disease prevails, shall be subject to the following regulations:

Scarlet Fever. Pupils may return to school after having had scarlet fever, not less than four weeks from date of rash, if desquamation has completely ceased, and there is no appearance of sore throat, and proper disinfection and fumigation of patient's house has been made by the health authorities.

Measles, not less than three weeks, if all desquamation and cough have ceased.

Smallpox, when every scab has fallen off, and everything about the patient's house has been properly disinfected and fumigated by the health authorities.

Mumps, two weeks from the beginning, if all swelling has subsided.

Whooping Cough, after six weeks from the commencement of whooping, provided the characteristic spasmodic cough and whooping have ceased—earlier if all cough has completely passed away.

Diphtheria, not less than two weeks, when convalescence is completed, there being no longer any form of sore throat, nor any kind of discharge from the throat, nose, eyes, ears, etc., and no albuminuria.

Ophthalmia, until there has been a complete absence of discharge for at least two weeks, or until the inner surfaces of the eyelids are found on inspection to be quite free from granulations.

German Measles (Rotheln), in ten days.

Pupils exposed to contagion to remain from school from date of exposure in case of Diphtheria, 7 days; Scarletina, 7 days; Smallpox, 21 days.

18. On or before the first day of the second term every child shall be required to present to the Principal of the school to which he applies for admission as a pupil, a certificate of a reputable physician to the effect that said child has been vaccinated, and no

child shall be admitted to any of the schools without said certificate. Certificates of vaccination shall be carefully recorded in the teacher's register. This rule shall apply to the Janitors and their families and to all other employes of the schools.

19. Pupils will render themselves liable to expulsion by repeated and obstinate disobedience, quarrelling, disorderly conduct, using profane or unchaste language, smoking or chewing tobacco, smoking cigarettes or having tobacco in any form on or about their persons on the grounds or on the way to or from school, defacing school property, truancy, clinging to street cars in violation of city ordinances, or persistent violation of any of the rules and regulations.

20. A pupil suspended under any of the foregoing rules can be restored only on such conditions as the Superintendent shall determine; but a pupil who shall be suspended the second time can be reinstated only by personal application to the Board at a regular meeting.

21. No pupil under censure in one school shall be admitted to another school until censure is removed.

22. Pupils shall not play or loiter about the school buildings after the schools are dismissed, but shall promptly proceed on their way home.

23. Pupils moving from one district to another must deposit with the Principal of the latter a transfer, stating name and age and the grade held in the former school.

24. No pupil shall be admitted to any grade later than ten days after the beginning of the annual session, unless the pupil applying be sufficiently advanced to enter some class at its stage of advancement when the application is made.

25. Children of non-resident parents or guardians may be admitted to the schools on payment of tuition to the Principal in advance each month; provided, there is room, so they do not prevent the admission of resident pupils. The rate of tuition of such pupils shall be \$5.00 per month in the High School; \$3.50 in Grammar Grades, and \$2.50 in Primary Grades. Resident pupils

between the ages of 7 and 21 years are entitled to admission in the schools free. Those over the age of 21 may be admitted on payment of tuition specified for non-residents.

26. All children who are bona fide citizens of the city and are bona fide members of and dependent for support upon families who are bona fide citizens of this city, shall be admitted to the schools, provided, that when there is any question as to the right of any one to admission the Superintendent shall have the right to require evidence by affidavit, if deemed necessary by him, in support of the application.

27. The play-grounds of the pupils shall be separate and distinct. The sexes shall not be allowed in any manner to communicate with each other without permission from their teachers, who shall be held responsible for any violation of this rule.

SECTION XIII.

JANITORS.

1. There shall be a Janitor for each school building. It shall be the duty of each Janitor to keep the school building and grounds under his care in neat and convenient order; to sweep the rooms and halls daily after the schools close for the day, and to wipe and dust the furniture each day before the schools assemble; to scour the floors and furniture and wash the windows whenever directed to do so by the Principal or Secretary; to give special attention to the neatness and cleanliness of the yard and out-houses and to make fires early; to keep the clocks in the Assistants' rooms with the Principal's clock; to keep the inkstands filled and in order; to carry fresh water to the rooms as often as may be required; to daily scour and sun the water buckets and dippers. During the cold season he shall keep the rooms well supplied with fuel, and he shall give all necessary attention to the care and culture of the trees, shrubs, etc., in the yard, and perform all duties required by the Principal or Secretary.

2. Each Janitor shall be held responsible for the security of his school building. He shall guard against all intrusion by locking or otherwise securing the doors, windows and other means of access, and he shall report to the Principal and Secretary any damage the property under his charge may sustain, and shall be subject to the call of the Superintendent or Secretary whenever his services may be needed.

3. It shall be the duty of the Janitors to frequently inspect the fences, gates, doors, locks, desks and other property under their care, and, when practicable, they shall make such repairs as may be necessary to preserve such property.

SECTION XIV.

EXAMINATION OF TEACHERS.

1. The examination of teachers shall be held on the first Wednesday, Thursday and Friday after the Annual Commencement.

2. The Board of Examiners shall consist of three members, elected by the Board of Education.

3. The Superintendent shall be ex-officio Chairman of the Board of Examiners, but shall receive no part of the fees collected from applicants. The examination questions shall be submitted to him for his approval. He shall inspect papers of applicants as far as practicable and make such suggestions concerning the grading of papers and other duties of the Board as he may deem advisable.

4. It shall be the duty of the Board of Examiners to mail to each applicant a report showing the average made in each subject in which such applicant was examined.

5. The Board of Examiners shall meet at such times and places as the Board of Education may direct.

6. The whole Board shall constitute a quorum at annual examinations, and at other examinations not less than two shall act together.

7. The Board of Examiners may make such rules as to them may seem best for the government of those being examined, and for the gross violation of such rules shall have power to exclude anyone from the privilege of examination.

8. The Board of Examiners shall be entitled to a fee of \$2.00 from each person examined, to be paid in advance to the Secretary of the Board of Education, whose receipt shall be presented to the Board of Examiners; provided, that teachers employed in the schools the preceding year shall pay a fee of only \$1.00.

9. No person under 18 years of age shall be elected to the position of teacher or supernumerary teacher. Each teacher selected by the Board of Education shall, before entering upon the duties of teacher or supernumerary teacher, secure a certificate of proper class from the City Board of Examiners.

10. Any applicant who passes a satisfactory examination in all other subjects may omit the examination in Music and Drawing, and receive a certificate, which shall become void at the next annual examination, unless at that time the holder successfully passes an examination in the subjects thus omitted.

11. No certificate shall be issued to any applicant who fails to make a general average grade of 90 on all subjects, or who falls below 60 on any one subject. All certificates hereafter issued under these regulations shall be valid for a period of four years from the date of issue; provided, that no certificate issued by the City Board of Examiners shall be valid for a longer period than one year, unless the holder thereof shall have served as teacher in the city schools; provided, further, that this rule shall not invalidate the certificate of any teacher who voluntarily withdraws from the schools for the purpose of studying at an institution of learning.

12. Certificates and the requirements for each, shall be divided into classes as follows:

PRIMARY CERTIFICATE.

Scholarship Requirement.—Spelling, Writing, Vocal Music, Drawing, Arithmetic, Geography, Grammar and Composition, Physiology, U. S. History, Texas History.

Professional Requirement.—Psychology, Primary Methods of Teaching Reading, Numbers, Language, Geography and Elementary Science.

INTERMEDIATE CERTIFICATE.

Scholarship Requirement.—To scholarship requirement for Primary Certificate, add Physical Geography, Elementary Algebra, Plane Geometry, Civil Government, and Elementary Physics.

Professional Requirement.—Theory and Practice of Teaching and School Management.

HIGH SCHOOL CERTIFICATE.

In addition to requirements for an Intermediate Certificate (except Spelling, Writing, Music and Drawing) applicant will pass examination in one of the following groups of subjects.

(a) ENGLISH AND HISTORY.

English Grammar,	Psychology,
Rhetoric,	History of England.
English and American	General History,
Literature,	Political Economy.

(b) LANGUAGES.

Latin Grammar,	Virgil's Æneid,
Prose Composition,	Greek Grammar,
Cæsar,	Anabasis,
Cicero.	

(c) MATHEMATICS

Higher Arithmetic,	Plane and Spherical
Complete Algebra,	Trigonometry,
Plane and Solid Geometry	Mensuration.

(d) SCIENCE.

Physiology,	Chemistry,
Geology,	Physics,
Zoology,	Astronomy,
Botany.	

13. Applicants for High School certificates must pass a satisfactory examination in the group of High School subjects corresponding to the certificate applied for and in the subjects required for an intermediate certificate.

14. The certificates issued by the City Board of Examiners shall be of three classes, viz: Primary Teachers' Certificates, entitling the holders to teach the First, Second, Third or Fourth Grade; Intermediate Teachers' Certificates, entitling the holders to teach the Fifth, Sixth, Seventh or Eighth Grade; High School Teachers' Certificates, entitling the holders to teach in the High School.

15. The following diplomas and certificates shall be recognized as valid in the hands of teachers who have passed the Dallas City examination and taught successfully for three or more consecutive years in the Dallas City Schools: Diplomas from a Texas State Normal School, Peabody Normal College, Coronal Institute, and summer normal certificates and State permanent certificates.

16. The Board of Examiners shall prepare a statement containing the name of each applicant, his general average, and his grade in each subject upon which he was examined, which statement the Superintendent shall present to the Board of Education.

17. Examination papers, after they have been graded, shall be taken charge of by the Superintendent, who shall file them in his office subject to inspection by the public.

SECTION XV.

LIBRARY RULES.

1. The Principal shall be ex-officio librarian, shall be held responsible for the safety of the books in the library, and shall see that they are freely and profitably used by the pupils.

2. The Principal shall frequently inspect the books of the library and promptly assess and collect reasonable damages for

any losses that may occur or for any injury to books in excess of what would result from the proper use of same.

3. It shall be the duty of all teachers to inform themselves as to the number and character of the books in the libraries at their respective buildings, to recommend to their pupils what books to read, to supervise the reading of the same, and to determine by proper examination the results of such reading, and report the same to the Principal in charge.

4. Pupils who shall lose, damage or destroy any books belonging to the public school library, shall pay in full for all damages, and failing to do this within one week shall subject them to suspension by the Principal.

5. Any pupil shall, upon the recommendation of his or her teacher, have the privilege of obtaining from the Principal any book in the library; provided, no pupil shall be allowed to keep any such book out of the library longer than one week at any time.

6 During vacation pupils who have attended the public schools may secure books from the High School Library by applying to the Superintendent, Secretary of the Board, or Principal of the High School.

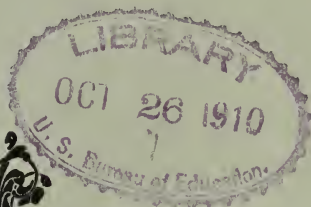


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SPECIAL REPORT

THIRTEENTH BIENNIAL REPORT



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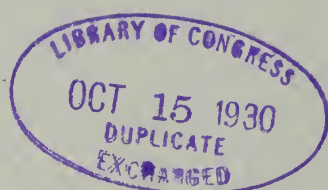
UNIVERSITY OF ILLINOIS

SPECIAL REPORT
Div. School Administration

PUBLIC SCHOOLS
OF DALLAS, TEXAS
1910

Live Oak Ptg. Co., Dallas

Indexed - L. R. H.



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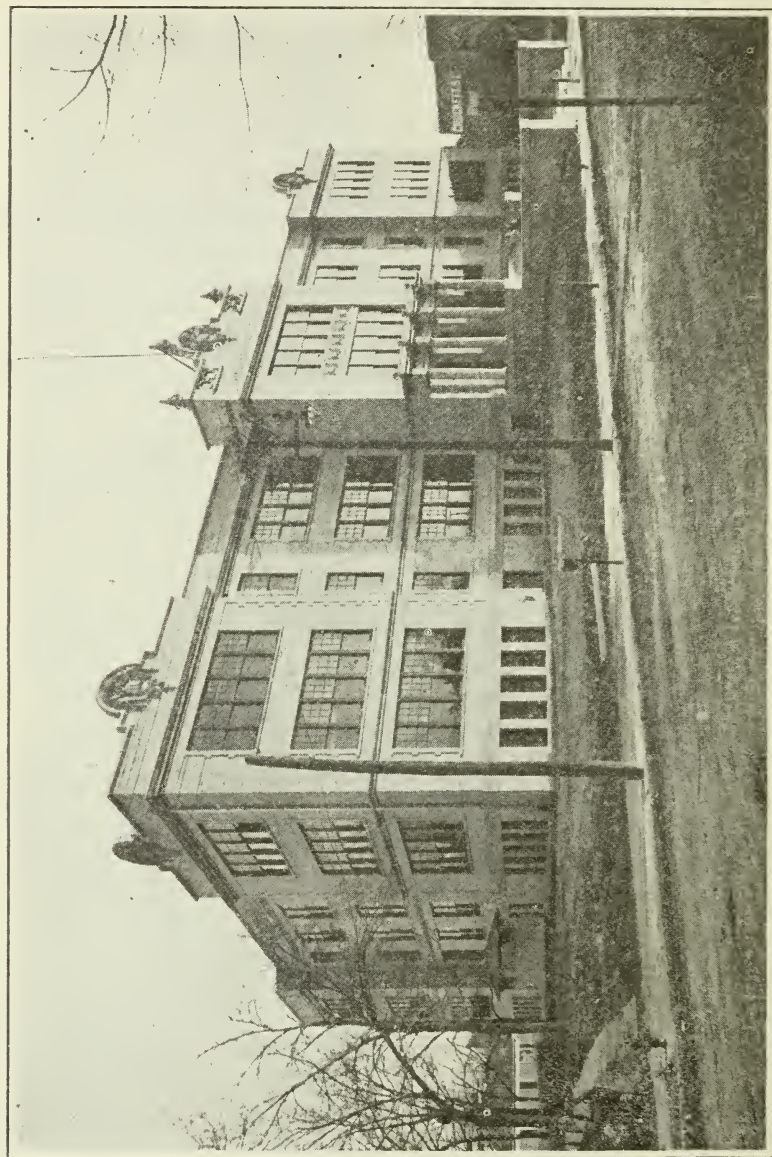
UNIVERSITY OF ILLINOIS.

DALLAS PUBLIC SCHOOLS

JUNE 30, 1910

PUBLISHED BY AUTHORITY

DALLAS, TEXAS



NEW HIGH SCHOOL BUILDING

372.764
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BOARD OF EDUCATION

For 1908-1910

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JNO W. GEORGE, Vice-President.

J. HOWARD ARDREY, Treasurer.

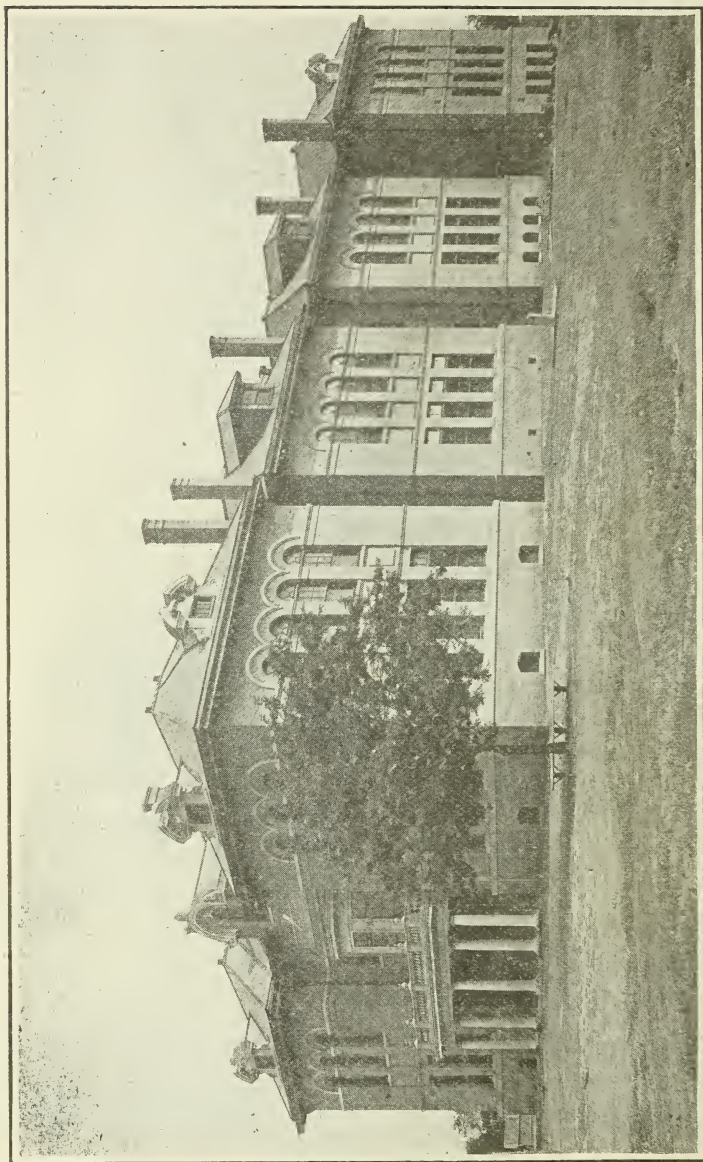
C. M. MOORE, Secretary.

ARTHUR LEFEVRE, Superintendent.

MEMBERS:

A. S. JACKSON.....	Term expired April, 1910
MRS. E. P. TURNER.....	Term expired April, 1910
MRS. P. P. TUCKER.....	Term expired April, 1910
JNO. W. GEORGE.....	Term expired April, 1910
JNO. C. MANN.....	Term expired April, 1910
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DAVY CROCKETT SCHOOL

BOARD OF EDUCATION

For 1910-1912

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MEMBERS:

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H. D. ARDREY

SHEARON BONNER

ROBT. N. WATKIN

J. B. McCRAW

J. D. CARTER

(Term for all members expires 1912.)

STANDING COMMITTEES:

FINANCE, INSURANCE, AND SALARIES: H. D. Ardrey, Chairman; L. R. Wright, J. B. McCraw.

AUDITING: J. B. McCraw, Chairman; Robt. N. Watkin, J. D. Carter.

PROPERTY AND REPAIRS: L. R. Wright, Chairman; Robt. N. Watkin, J. D. Carter.

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TEXT BOOKS AND LIBRARIES: J. D. Carter, Chairman; Shearon Bonner, H. D. Ardrey.

SUPPLIES, FUEL, AND JANITORS: Robt. N. Watkin, Chairman; Shearon Bonner, J. B. McCraw.

GENERAL STATISTICS.

Population, Federal Census of 1910.....	92,104
Scholastic Census of 1907.....	13,420
Scholastic Census of 1908.....	13,635
Scholastic Census of 1909.....	15,673
Scholastic Census of 1910.....	16,596
Net Enrollment of pupils, 1906-1907.....	10,877
Net Enrollment of pupils, 1907-1908.....	11,297
Net Enrollment of pupils, 1908-1909.....	12,213
Net Enrollment of pupils, 1909-1910.....	13,181

 FOR SESSION 1910-1911.

Number of Schools (and principals), White.....	22
Number of Schools (and principals), Negro.....	6
Supervisors, White	4
Supervisors, Negro	1
Teachers in High Schools, White.....	38
Teachers in High School, Negro.....	6
Teachers in Elementary Schools, White.....	238
Teachers in Elementary Schools, Negro.....	48
Total Teaching force.....	363

THIRTEETH BENNNIAL REPORT

OF THE

DALLAS PUBLIC SCHOOLS

SECRETARY'S FINANCIAL STATEMENT.

Honorable Board of Education, Gentlemen:—In accordance with the rules of your honorable body, I submit a statement showing the receipts and disbursements of the various school funds for the year beginning July 1, 1909, and ending June 30, 1910:

GENERAL SCOOOL FUND.

Receipts.

Tax collections.....	\$152,745.96	
Interest on balances.....	195.30	
Laboratory deposits.....	629.00	
Laboratory deposits returned.....	69.25	
Tuition	1,927.81	
Refund on light bills.....	81.15	
Pro-rata County fund.....	188.07	
County transfers.....	12.65	
Refund—Cancelled insurance policies.....	10.48	
Insurance collected—Bowie School fire.....	23.18	
Sale of junk.....	16.78	
Sale of house—Colored High School.....	50.00	
Refund—Warrant No. 3982 cancelled.....	1.00	
Error in payment of warrant.....	.05	
Transfer from School Library fund.....	675.05	
Silberstein bequest.....	5,000.00	\$161,625.73
Overdraft July 1, 1910.....		22,163.02
		<hr/>
		\$183,788.75

Disbursements.

Overdraft July 1, 1909..... \$ 18,344.78

Salaries—

Superintendent	\$ 3,600.00	
Secretary	1,800 00	
Stenographer	1,020.00	
Teachers	104,924.30	
Janitors	16,190.07	
School carpenter	1,390.00	
School plumber	515.00	\$129,439.37
Repairs		5,326.59
Expense		4,176.22
Fuel		6,798.07
Supplies		1,888.80
Insurance		2,303.73
Rent		244.70
Census		2,036.23

Manual Training—

(a) Supplies	\$ 688.12	
(b) Expense	90.58	\$ 778.70
Interest		567.21
Books		184.31
		\$153,743.93

Improvements, Extensions, Etc.—

Buildings	6,637.22	
Equipment—General	4,040.91	
Manual Training—Equipment	1,021.91	\$ 11,700.04
		\$183,788.75

STATE SCHOOL FUND.

Receipts.

Balance on hand July 1, 1909.....		\$ 9.54
State apportionment	\$ 94,038.25	
Interest on balances	267.65	
County transfers	693.60	\$ 94,999.50
Overdraft July 1, 1910.....		5,368.85
		\$100,377.89

Disbursements.

Salaries—

Teachers	\$100,222.64
Transfer to County—	
Transfer to County—Adjustment.....	\$ 155.25
	\$100,377.89

DALLAS PUBLIC SCHOOLS

11

SCHOOL LIBRARY FUND.

Receipts.

Balance on hand July 1, 1909.....		\$	911.02
Tuition	\$	1,283.08	
Interest on balances.....		13.10	
Refund—Warrant No. 404 canceled.....		16.96	\$ 1,313.14

Disbursements.

		\$	2,224.16
Books	\$	423.38	
Expense—			
(a) Stationery, etc.	\$432.25		
(b) Sundries	85.03	\$	517.28
Supplies	608.45	\$	1,549.11
Transfer to general school fund.....			675.05
		\$	2,224.16

HIGH SCHOOL FUND.

Receipts.

Balance on hand July 1, 1909.....	\$	323.51
Tax collections.....	\$	30,509.85
Interest on balances.....		192.49
	\$	30,702.34

Disbursements.

	Disbursements.	\$ 31,025.85
Salaries—		
(a) Teachers	\$ 29,257.15	
(b) Janitors	960.00	\$ 30,217.15
Balance on hand July 1, 1910.....		808.70
		<hr/>
		\$ 31,025.85

SPECIAL SCHOOL FUND.

Receipts.

Balance on hand July 1, 1909.....		\$	166.45
Tax collections	\$	831.00	
Interest on balances.....		2,079.98	
Colonial Hill League—Pro-rata Conduit.....		288.50	
Proceeds of bond issue of May, 1909.....	193,140.00	\$196,339.48	
			<u>\$196,505.93</u>

Disbursements.

Improvements, Extensions, Etc.

(a) Grounds	\$	28,717.67
(b) Construction—		
1. Bldg.	\$126,787.65	
2. Plumb.....	9,681.48	
3. Wiring	2,212.63	138,681.76
(c) Equipment, etc.	7,896.17	\$175,295.60
Expense	6,140.69	\$181,436.29
Balance on hand July 1, 1910.....		15,069.64
		\$196,505.93

ALL FUNDS CONSOLIDATED.

Receipts.

Tax collections.....	\$184,086.81	
Proceeds bond issue of May, 1909.....	193,140.00	
Interest on balances.....	2,748.52	
Tuition	3,210.89	
Laboratory deposits.....	629.00	
State apportionment.....	94,038.25	
County transfers.....	894.32	
Colonial League—Pro-rata Conduit.....	288.50	
Refund—		
(a) Laboratory deposits	\$ 69.25	
(b) Canceled warrants	17.96	
(c) Light bills	81.15	
(d) Canceled insurance	10.48	178.84
Insurance—Bowie School fire.....		23.18
Sale of junk.....		16.78
Sale of house—Colored High School.....		50.00
Error in payment of warrant.....		.05
Transfer from School Library fund.....		675.05
Silberstein bequest	5,000.00	\$484,950.19
Net overdraft July 1, 1910.....		11,653.53

Disbursements.

		\$496,633.72
Maintenance.		
Net overdraft July 1, 1909.....		\$ 16,934.26
Salaries—		
(a) Executive, etc.	\$ 8,325.00	
(b) Teachers	234,404.09	
(c) Janitors	17,150.07	\$259,879.16
Repairs		5,326.59
Expense		1,693.50
Fuel		6,793.07
Supplies		2,497.25
Insurance		2 303.73
Rent		244.70
Census		2,036.23
Manual Training—		
(a) Supplies	\$ 688.12	
(b) Expense	90.58	778.70
Interest		567.21
Books		607.69
		\$285,732.83

Transfers.

(a) Acct children transferred to County..	\$ 155.25	
(b) Acc't transfer of School Lib. fund.....	675.05	830.30

Improvement, Extensions, Etc.

(a) Grounds	\$ 28,717.67	
(b) Construction	145,318.98	
(c) Equipment		
1. General ...	\$11,937.08	
2. Man. Tr. ..	1,021.91	12,958.99
Expense		\$186,995.64
		6,140.69
		\$193,136.33
		\$496,633.72

SPECIAL SCHOOL FUND.

Disbursements—Distribution as to Schools.

Colonial Hill Addition—Four Rooms.

Building contract	\$ 14,731.60	
Plumbing	2,625.89	
Wiring	364.45	
Pupils' desks	498.76	
Teachers' desks, etc.	84.00	
Ventilating Heaters	220.00	
Shades	63.00	\$ 18,587.70

John H. Reagan Addition—Four Rooms.

Building contract	\$ 11,182.65	
Plumbing	2,326.54	
Wiring	233.50	
Pupils' desks	502.44	
Teachers' desks, etc.	84.00	
Ventilating Heaters	220.00	
Shades	39.90	\$ 14,589.03

Davy Crockett Addition—Six Rooms.

Building contract	\$ 17,124.36	
Wiring	232.00	
Pupils' desks	760.24	
Teachers' desks, etc.	126.00	
Ventilating Heaters	330.00	
Shades	79.00	\$ 18,651.60

Alamo Addition—Four Rooms.

Building contract	\$ 10,216.00	
Wiring	195.00	
Pupils' desks	500.02	
Teachers' desks, etc.	84.00	
Ventilating Heaters	220.00	
Shades	54.03	\$ 11,269.05

James Bowie Addition—Six Rooms.

Building contract	\$ 17,528.70	
Wiring	124.00	
Pupils' desks	755.00	
Teachers' desks, etc.	126.00	
Ventilating Heaters	330.00	
Shades	75.00	\$ 18,939.20

Fannin Addition—Four Rooms.

Building contract	\$ 10,416.10	
Wiring	84.00	
Pupils' desks	501.28	
Teachers' desks, etc.	84.00	
Ventilating Heaters	220.00	
Shades	58.00	\$ 11,363.38

Sam Houston—Eight-Room Building.

Building contract	\$ 24,660.24	
Janitor's residence	643.50	
Plumbing	2,158.80	
Wiring	150.63	
Pupils' desks	1,008.40	
Teachers' desks, etc.	214.50	
Ventilating Heaters	440.00	
Architect's Commission	654.11	
Shades	79.80	\$ 30,009.98

Cedar Lawn—Remodeled.			
Building contract	\$ 3,467.50		
Wiring	172.50	\$	3,640.00
San Jacinto—Remodeled.			
Building contract	\$ 5,754.55		
Wiring	262.55		
Teachers' desks, etc.	37 50		
Architect's commission	366.59	\$	6,421.19
Cedar Lawn Portable Building—Two-Room Frame.			
Building contract	\$ 1,200.00		
Shades	33 60	\$	1,233.60
Fairland—Two-Room Frame.			
Building contract	\$ 1,404.15		
Shades	33.60	\$	1,437 75
O. M. Roberts—Two-Room Frame.			
Building contract	\$ 1,595.10		
Shades	33.60	\$	1,628.70
Fair Park School.			
Balance building contract		\$	55.20
Cumberland Hill School.			
Wiring		\$	275.00
Oak Cliff Central School.			
Plumbing		\$	2,145.25
Colonial Hill Conduit		\$	1,393.15
Ninth Ward, Colored—Two-Room Frame.			
Building contract		\$	973.00
Colored Ward School, Cochran Street—Six-Room Building.			
Building contract	\$ 5,780.00		
Plumbing	425.00		
Wiring	119.00	\$	6,324.00
Fred Douglass School.			
Moving portable room from Alamo to Douglass.....		\$	55.00
Bond issue expense (May, 1909).....		\$	542.35
Blue print specifications			75.49
School architect and assistants			2,734.00
Architect's commission North Oak Cliff plans.....			375.00
Grounds.			
Elk Hill lot	\$ 8,282.00		
O. M. Roberts lot	4,500.00		
Reagan lot (for janitor's residence).....	425.00		
North Oak Cliff lot	5,250.00		
Oakland Avenue lot	8,410.67		
Cochran Street lot	1,850.00	\$	28,717.67
			<hr/>
			\$181,436.29
Balance on hand July 1, 1910.....			15,069.64
			<hr/>
			\$196,505.93

INVENTORY DALLAS CITY SCHOOL PROPERTY.

White Schools.	Grounds.	Bldgs.	Equip't.	Gr. Total.
High School	\$ 30,000.00	\$175,000.00	\$22,000.00	\$ 227,000.00
Stephen F. Austin	12,000.00	25,000.00	2,000.00	39,000.00
Cumberland Hill	7,500.00	35,000.00	2,000.00	44,500.00
William B. Travis	25,000.00	45,000.00	2,000.00	72,000.00
Cedar Lawn	20,000.00	35,000.00	2,000.00	57,000.00
Oak Grove	68,500.00	20,000.00	1,000.00	89,500.00
San Jacinto	15,000.00	35,000.00	2,000.00	52,000.00
Columbian	37,200.00	20,000.00	1,400.00	58,600.00
Alamo	7,000.00	35,000.00	2,000.00	44,000.00
Davy Crockett	12,800.00	60,000.00	2,500.00	75,300.00
Colonial Hill	12,000.00	46,000.00	2,000.00	60,000.00
Fair Park	4,500.00	29,000.00	1,630.00	35,130.00
Old Fair Park site.....	3,500.00			3,500.00
Fannin	6,500.00	36,000.00	2,000.00	43,500.00
Sam Houston	8,150.00	27,000.00	3,000.00	38,150.00
Elk Hill	8,500.00			8,500.00
O. M. Roberts	5,000.00	1,500.00	150.00	6,650.00
Oakland Avenue	8,500.00			8,500.00
Oak Cliff Central	9,000.00	37,000.00	2,500.00	48,500.00
John H. Reagan	5,450.00	30,650.00	1,500.00	37,600.00
James Bowie	8,000.00	50,000.00	2,500.00	60,500.00
North Oak Cliff	5,250.00			5,250.00
Total	\$318,700.00	\$742,150.00	\$54,180.00	\$1,115,030.00

Colored Schools.	Grounds.	Bldgs.	Equip't.	Gr. Total.
Colored High School	6,875.00	\$ 28,000.00	\$ 1,500.00	\$ 36,375.00
Wright Cuney	2,000.00	2,500.00	450.00	4,950.00
Washington	2,500.00	4,000.00	650.00	7,150.00
Fred Douglass	5,360.00	4,500.00	750.00	10,610.00
Pacific Avenue	3,000.00	2,800.00	300.00	6,100.00
Ninth Ward Colored	1,800.00	3,500.00	500.00	5,800.00
Total	\$ 21,535.00	\$ 45,300.00	\$ 4,150.00	\$ 70,985.00
Grand Total	\$340,235.00	\$787,450.00	\$58,380.00	\$1,186,015.00

Very respectfully,

C. M. MOORE, Secretary.

Dallas, Texas, July 16, 1910.

REPORT OF SUPERINTENDENT

OFFICE OF SUPERINTENDENT CITY PUBLIC SCHOOLS.

Dallas, Texas, Sept. 1, 1910.

The Honorable Board of Education:

Gentlemen: I respectfully submit a report of the Dallas Public Schools for the two years ending June 30, 1910, covering the entire period of my official services.

In tables hereto appended are shown statistics comparative with previous years, and detailed accounts for the year 1909-1910. The statistics show the rapid growth of the schools in the number of children entrusted to them; but some of the most vital characteristics of a system of schools cannot be shown statistically. Either improvement or deterioration may accompany numerical increase. Improvement should be the watchword of every developing undertaking. But of improvements, it is only those of administrative organization that can be definitely reported. After administrative improvements have been established the way is open for unending technical improvements of infinite variety. If, for instance, a course of study has been improved by administrative regulation, the fulfillment of its purposes rests with the teachers through whom it is executed.

ELEMENTARY SCHOOL COURSE OF STUDY.

The time required for the Elementary School course of study has been reduced from eight to seven years, without diminishing in any regard the scope of the course. The process of eliminating the "eighth grade" was halfway accomplished during the session 1909-1910, and will be finally accomplished during the ensuing session. Pupils completing the work of the high seventh grade in June 1911 will be promoted to a standard high school.

More than time, precious as time is, is saved by reducing the eight years still commonly allotted to the standard elementary school course. Well-informed opponents of the eight-years system do not condemn it merely from a desire to increase the number of those who will seek education beyond the "grades." That result will take care of itself. Our counsel is, that all that is attempted in the eight years of any elementary school course—whether well or poorly performed in a particular system—would be better accomplished by the same teachers in less time. The immediate effect upon the children during the time covered is the main point of interest and responsibility, and it has been the main ground for the action that has been taken. If we do what is best for the children for the time being, that will include the best preparation for future opportunities.

The last two or three years of the usual eight years of elementary school present the most troublesome problems to both teachers and administrators of American public schools. It is mainly in the seventh and eighth grades, and not in the high schools (as is frequently alleged by those who have not investigated the facts), that our boys take a disgust for studies and an undue proportion of them leave school. Sluggish progress is stultifying as well as discouraging. It is more tiresome to mark time than to step out along the pathway. It is hard to understand how experienced teachers can fail to see the truth for themselves; but it is a fact, howsoever long it may be before all eyes are opened to it, that pupils cannot spend on some subjects and textbooks the time usually spent on them, without impairing their powers in every direction besides failing to learn the particular subject matter. If the same matter were studied at suitable stages with reasonable dispatch, it would be mastered as far as possible for their stage of mental development.

In order to reduce the time by one year, little or no condensation would be required for the first four grades. If a little of the "low sixth" work of an eight-grades system, be added to the "high fifth," the new sixth grade would necessarily reach through the old "low seventh," and the new seventh would easily cover the remainder of any standard course of study. The correction of the eight grades mistake is the most easily accomplished reform needed in American public school systems.

For twenty years I have been directing professional attention to this question as far as my voice carried, but it has been only within the last ten years that the protests of many voices have gained a wide hearing. Some of the best school systems all over the country are now reducing the number of grades to seven, and accelerated results may be hoped for in the near future. The question is of unsurpassed importance to teachers and administrators of schools; but it is also of such vital importance to every parent and every child, that any competent discussion bearing upon it should be considered with lively interest by men of all vocations.

Subsequent effects of reducing the time required for standard elementary school courses of study, may be left, as I have said, to take care of themselves; but some forward-facing aspects of the question are of great importance.

In order to appreciate fully the immense advantage of completing the elementary course in less than eight years, it must be borne in mind that the vaunted benefits of education are not derivable from the childish studies of the elementary school. There a foundation is laid upon which something of supreme value may be built; but if educational processes are not somehow carried beyond that stage the benefits of enlightenment and breadth of mental horizon and discipline of mental powers, which are spoken of as the result of education, are not reached. On the other hand, a good high school

does furnish the ground-work of a liberal and practical education. The powers of reflection and acquisition in youth during the years from thirteen to seventeen are underrated. Of course, no deep or specialized study is possible in the high school; but the mental horizon may be sufficiently broadened for intelligent citizenship and for individual dignity and power. The high school student does not progress very far along any particular avenue, but the vistas of almost all sciences may be opened to him, and he may learn the trend and something of the aims and attainments of the main spheres of human activity. Unless parents will give their children the opportunities of the high school, or some equivalent, they are deceived if they imagine that the benefits of education, of which they hear and talk so much, are otherwise obtainable. The elementary school prepares children to reap the harvest belonging to the next four years; and a marvelously rich harvest may be garnered in those years. An experienced and observant teacher in a high school, from which the majority of the highest spirited youths have not been excluded by an inordinate requirement of time preparatory to entering it, will always be impressed by the quality and amount of what is obtainable by unenergetic pupils pursuing a good high school course of study at suitable ages.

A pointed comparison may be made between the high schools of St. Louis and Kansas City, Mo. The high schools of both cities are and have long been among the very best in the United States. They meet the same general standards in courses of study and expert management. Their graduates rank equally for college entrance; and records of standing in college work at the University of Missouri show a slight advantage for Kansas City. The St. Louis high school is preceded by eight years of elementary school; the Kansas City high school by seven years of elementary school. For the session of 1908-1909, the St. Louis high schools enrolled 6.9 per cent. of the number enrolled in the elementary schools; the Kansas City high schools 15.6 per cent. In 1908-1909 the Dallas high schools enrolled 7.9 per cent. of the number enrolled in the elementary schools.

Dallas must not expect to double its percentage immediately. Kansas City is reaping the rewards of a seven-years course for its elementary schools since 1867 at least. If I am not mistaken its school system never fell into the mistake of allotting eight years to the elementary school course. The benefits of the change in Dallas will be realized more and more each succeeding year.

HIGH SCHOOL COURSE OF STUDY.

Marked changes in subject-matter and methods of instruction and discipline ought to differentiate the stages of elementary school and high school. Nothing would operate more effectively to retain pupils in the high school (the stage of results) than intelligent recognition of the wondrous changes in capacities and dispositions wrought by

Nature about the time when the elementary school course is finished, if an inordinate time is not required for that course.

Among the minor but not unimportant means of suitable demarkation between the elementary school and the high school, is the use of correct terms in speaking of different parts of the system. The best practice, including the forms of the U. S. government, confines the use of the "grade" names to the elementary school, and calls the high school classes the First-Year Class, Second-Year Class, Third-Year Class, and Fourth-Year Class. "The "grades" are in contradistinction to the "high school." If the elementary school course is covered in seven years, it is especially inappropriate to call the first year of the high school the "Eighth Grade." This may seem a small matter, but it is one in which conformity with correct usage secures many practical advantages in both internal and external relations of schools.

The main High School in Dallas is the largest and costliest school in the State, but an anomalous condition existed two years ago in respect to its courses of study. Only one of its four elective courses permitted a graduate to enter the State University, and that course furnished barely the minimum requirement of 12 "units." Institutions like The Tulane University of Louisiana had previously raised their entrance requirements, and in 1908 the University of Texas raised its requirement to 14 units. Such adjustments as could be made off-hand were made in September, 1908, so as to keep the Dallas High School up to the minimum, and the following year standard courses of study were instituted. These have been perfected for the ensuing year, as may be seen in the course of study, herewith published. Instead of ranking below the high schools of all large and many small towns of the State, the Dallas High School in the future will send to college a graduate of any of its four courses, as well accredited as the graduate of any other school in the State, except possibly a graduate of the Greek and Latin course of the Ball High School at Galveston, and perhaps several other schools where Greek is offered.

I would not have anyone put too much stress upon college entrance requirements. The high school exists for its immediate ends as well as to prepare for the American University. The requirements of the Southern Association of Colleges, however, are quite consistent with all immediate purposes of the high school. Such requirements should never be slavishly complied with at the sacrifice of any needed variation; but no issue of that sort was involved in our case. Nothing more than technical skill in design and arrangement was required.

No overburdening of pupils has been involved in the improved courses of study; on the contrary, the ill-advised demands for home-study and night work, which have in the past operated injuriously on both the health and the progress of Dallas High School pupils, have already been reduced by many members of the faculty, and such demands will, I believe, be still further reduced in the future. All the teachers who have caught the idea of teaching today's lesson, as distinguished from "hearing" yesterday's assignment for night study, have experienced improved results, and their examples and testimony will spread more skillful methods of teaching among those who may still need to improve their practice in this regard.

TEACHERS' ADVISORY COUNCIL.

Before entering upon my service as superintendent in September, 1908, I had learned that a serious danger to the well-being and efficiency of the Dallas public schools inhered in the disposition of a few persons in the teaching force to stir up commotion, both internally and with the general public, based upon reckless accusations against fellow teachers or against the administrative authorities. With foundation of little or no truth, such turmoils had, only a few months before, swelled to proportions that had disrupted the community and had led to unprecedented follies.

It seemed to be a case in which the slow operation of new tendencies should be the way of improvement, rather than any attempt to pluck out individuals, unless, indeed, some head and front of the evil should appear very conspicuously.

My thought therefore turned to the invention of some agency that would engender and foster a proper sense of professional decorum and of individual responsibility for self-control and intelligent initiative, and that would tend to restrain carping criticism with its ever concomitant slander. Accordingly, on April 12, 1909, I included in an official report to the Board of Education, a proposal explained and stated as follows:

I must extend this report to discuss a point of administrative organization that needs your attention at this time. It is an intensely practical point, nothing bearing more immediately on results.

The substitution of autocratic regulation for genuine organization in the professional life and work of teachers is the worst defect in the public school systems of the United States. In the large public school systems of this country each teacher, speaking generally, feels concerned for only one very small segment of the work of the schools. Not infrequently the lack of organized co-operation between different parts of the system engenders suspicious, repellant, or antagonistic attitudes in those who ought to be co-workers. The consequences of this universal defect are not confined to poor results in studies, but appear in the moral atmosphere of the school.

There is not, within my knowledge, a public school system in the United States in which formal arrangement has been made for requiring and for considering the counsel of those who do the actual teaching, in determining plans for directing and controlling the work they perform. I have always invited criticism and suggestion from every teacher upon the course of study and general questions of discipline and management, and with a small number of teachers it is possible to get good results in such informal ways. But the teachers in the public schools of Dallas will next year number over three hundred; personal consultation, even personal acquaintance in many cases is impracticable. It would, therefore, be expedient to institute formally provisions for securing the advice of teachers, with the main purpose of engendering a free interest in the entire scope of their joint professional work and a sense of individual responsibility for intelligent initiative. Proper results can never flow, in such work as teaching, from mere obedience to promulgated decisions concerning which the teachers have taken no previous thought.

Personal invitation by the Superintendent is not enough. No matter how sincere he may be in his personal efforts to stir up those charged with such a responsibility as the intellectual and moral development of children and adolescent youths, from thoughtless subjection to or dependence upon autocratic judgment and initiative, it is practically impossible to elicit the needed response in the individuals of a large body of teachers. It is true, that a genuine organizer of workers for any sort of spiritual results must have the power of communicating his own feeling for the dignity of individuality, and that sense of personal responsibility which is essential to true success in such work; but so inveterate is the conception of 'the rank and file' in public school teachers, so new and unthought of is the idea of transforming passive ranks and files of toilers into truly organized individuals aroused to intelligent initiative and to personal responsibility for wise counsels, self-criticism, and self-control, that formal recognition by the supreme authority of the existence of such duties and opportunities is needed.

The superintendent's invitation needs to be reinforced by suitable requirements by the executive board. Final decisions must remain with the Board and with the superintendent; but every teacher should be led to understand that there is a regular way by which his judgment upon any existing or proposed arrangement affecting the work of the schools will be duly considered, and that counsel in such regards is not only welcome, but the expression of deliberate opinions is expected and imposed as a duty. Such conditions ought to be established in a formal and institutional manner.

I propose that a Teachers' Advisory Council be instituted, the Council to be constituted of teachers in the schools for white children as follows: One representative elected by the teachers of each "grade" of the elementary schools; one representative elected by the faculty of each high school; two principals of elementary schools elected by the principals. This council should meet as occasions arise to hear all teachers who may desire to present their views, and the Council should be required to file with the Secretary of the Board of Education on or before the first day of June each year such report as it may choose on matters concerning the elementary schools or the system, as a whole, addressed to the superintendent, but to remain intact in the records of the Board and to be considered by the Board in connection with the reports and recommendations of the superintendent.

In addition to the representative council, the faculties of the high schools should be required to file in the same manner a report dealing with matters especially concerning the sphere of the high school.

Independent reports from the principal of the main high school and supervisors and directors of special studies should continue to be made as heretofore.

I recommend the adoption of a rule requiring that a Teachers' Advisory Council be formed each year before the end of the third month in the manner and for the purposes described.

It is a vital point in my proposal that the advice from the teachers be filed intact in the records of the Board. Even in higher educational institutions, where faculty reports are always made, they frequently never reach the executive board, or reach the supreme authority so revised by the president as to misrepresent by distortion or by suppression their original purport.

I beg to assure you, that if you institute the procedure I propose, the Dallas Board of Education will set a notable example, and one that may in due time spread abroad incalculable benefits. If the executive board of any system of public schools in this country has taken such action, I do not know it. Of course, it is even notorious that the "Chicago Teachers' Federation" is including among other demands the establishment of educational councils such as I advocate; but the dictatorial and belligerent manner in which those demands have been urged may lead to vicious use of privileges extorted by political force. Such an attitude and spirit are as obnoxious to true organization as the inert and stagnant conditions they replace. It is not privileges but duties and opportunities of high service, that I would have considered. It is to arouse individual consciousness of such duties and opportunities, that I would have the teachers called upon for counsel.

The cause of the universal practice, in which one supposed expert dictates to hundreds of passive teachers, has been the necessity of centering the final power and responsibility in one man. Such final decision and power of control is a real necessity; but in the work of teaching the control ought not to be an arbitrary control of a passive rank and file, nor should decisions be without advice from those who are expected to perform the delicate work for which the entire system exists. John Stuart Mill has well said, whatever crushes individuality is despotism, by whatever name it be called."

Organization means spontaneous co-operation in a natural spirit of responsibility for mutual support. Because financiering combinations have been successfully administered without being truly organized, it has been supposed that school systems could be prospered by like administration. But in this error it has been forgotten that a dividend was the simple object of the financiering combination, whereas a system of schools should be a true organism (not a mere combination), and its parts can subsist healthfully only in an atmosphere of confidence and fellowship and through mutual service. The work of schools requires for true success far more than the executive ability of an autocrat. A superintendent of schools may easily make a test of his own fitness: do his opinions receive consideration for their merit, or must they always be backed by his authority?

The plan thus presented was immediately adopted in the exact terms of the proposal and the Teachers' Advisory Council was instituted in Dallas.

The Superintendent's monthly report for April, 1909, was published as usual in the Dallas newspapers; but this particular report was copied abroad. The result predicted ensued. The plan has not only received interested consideration by prominent students of the ad-

ministrative sphere of educational work all over the United States, but it has already been adopted by a number of cities—among them, it has been reported, Boston and Toledo. Wherever the plan is in operation, any teacher who deems some existing practice ill-advised, or some new procedure advisable, has a regular open way to secure consideration of his proposal, and certainly until he has used that legitimate way he has no moral right to stir up dissension.

Experience with the Teachers' Council in Dallas has confirmed my opinion of the value of the institution. The moral effect will be increasingly felt. Good advice has been received, and accordant action has followed. In one instance, mistaken facts were alleged, and, of course, the dependent advice was void. In fine, I have every confidence in a teachers' advisory council as an institution.

The first lesson to learn in some places will be to take care to elect the wisest heads and sincerest hearts to membership in such councils; but if the councils are established upon the principles set forth in my report of April, 1909, their operation in the long run will justify their creation.

Having described the three large currents of improvement originated during the biennium covered by this report, enough has been said upon that subject. But in concluding this portion of my report, I repeat the suggestion made at the outset, that no matter how skillfully administrative plans are formed, in the ultimate execution it is the individual that counts. As a great prime minister of England used to say, "We put too much faith in systems and look too little to men." Administrative improvements make good teachers more effective and diminish stultifying effects of incompetent teachers, but they can never abolish the difference between the two sorts as it must be experienced in the actual results.

THE TEACHER'S PART.

There are some principles of school and class-room management which bear so directly upon the successful execution of general plans that several such points are here briefly indicated:

1. Physicians are right in blaming some schools for injury to the health of pupils, but those who make the off-hand charge that the cause is over-crowded courses of study are mistaken.

I am opposed to over-crowded courses, and advocate substantial study of essential subjects; but even where too many subdivisions of topics are dabbled in, it is the intelligence itself, not the nervous system that suffers from such trifling. Our schools do not injure the health by overcrowding the mind with knowledge of any sort. What, then, is the cause of the injury to the nervous system which the doctors cry out against?

The truth is bluntly expressed if I say that methods of teaching often cause pupils to waste the time spent in school and to spend in ill guided study at home time that ought to be given to play, family intercourse, and sleep. It is best both for health and for learning not to require outside of school hours tasks in which pupils need explanation or guidance, but only such exercises as they should do without assistance.

If pupils come each morning expecting to learn in school the greater part of the progress destined for that day, they will set to work promptly, whether in periods for quiet study and the teacher's individual help, or at times for class instruction. Habits of concen-

trated and rapid thought will develop; nor will a pupil who feels that he has much to do in a short time be thinking of mischief.

On the other hand, if pupils come to school with the feeling whether justified or deluded, that they have already "learned their lessons" and are ready to show the fact to an inquisitor (called teacher), or if they come with the feeling, dismayed or defiant, that they do not know the lessons they ought already to know, then, equally in either case, such pupils do not arrive in the attitude or spirit of learners, and only unintentionally and at haphazard do they learn as the hours drag along. Instead of the interest in the new developments expected after questioning upon yesterday's work is over, felt by children who look forward to learning to-day's lesson, these children, who look backward to everything, sit waiting to be "called on," either with a vain desire to display what they learned last night, or with a sinking hope that the period may end before last night's neglect is exposed—both sorts tempted the while to mischievous diversions. These statements express truths whose general recognition by teachers would work instant reform of many errors which now defeat the zealous labor of thousands. American homes would be relieved of a veritable blight from which they now suffer in the excessive "home study" required by the schools; and the conditions under which weary and justly irritated parents attempt to do the teaching at home to sleepy and irritated children, and teachers "hear recitations" the next day, would soon become a curious anecdote in the history of education.

The right test of satisfactory progress of a pupil is that he should always know yesterday's lesson. Make all pupils understand that that is the matter on which they are "marked." In the new progress for to-day, it is the teacher's prime business to guide; and if the pupil has succeeded in taking the designed step by the time to-day's period closes, all is well.

Even in the high school the definite tasks to be prepared at home should not require more than one hour's concentrated study. For to that must be added such work as compositions and the collateral reading belonging to some subjects, work which in its nature suits times of more leisure than the set periods of school hours. Older pupils ought to regard work of the latter sort rather as stimulating occupation for evenings and Saturdays than as a burden.

Progress is not retarded, it is accelerated by the methods here recommended, and eye-strain and other injuries to health are avoided. It is a mistake to suppose that children learn more by studying ten hours a day than by studying six or seven hours a day. On the contrary, children advance more rapidly and more thoroughly by active application during the shorter period than by attempting to extend study over time properly belonging to recreation and rest. Necessary domestic tasks, family conversation, music, games, enjoyable books ought not to be crowded out of the evenings at home. Certainly the school needs no such sacrifice.

2. Give more attention to individual pupils than is commonly supposed to be possible with the large classes necessitated by the scant financial resources of public schools. Unless a class is overwhelmingly large it is possible for the teacher, if alertly working upon such a plan, to observe the difficulties and shortcomings of individual pupils and to give to each the needed encouragement and guidance. The plea of "no time" for such teaching is not valid, because it would be proved by the experience of a month's trial that the progress of very nearly the entire class would equal that of its "quicker" half

under methods of teaching that leave the "dull" half a hopeless drag.

All are familiar with the usual performance when the teaching is almost exclusively addressed to the class as a whole—the teacher's questioning, the raising of hands and answers by insistent pupils, and the laggard rear who hardly get "in the procession" at all, or soon fall out of it. Of course, with such methods, even monthly regrading could not keep the members of the classes abreast.

3. The pitiful consequences of foolish theory and practice concerning "promotions" are at last receiving the tardy attention of school men all over the country.

The sole proper basis for assigning a pupil to a particular grade is his ability at the time in question. Ascertain that as best you can and act accordingly. The application of any other criterion whatsoever is preposterous. Neither past behavior nor past diligence per se is pertinent to the genuine question. Every school in which "deportment," "punctuality," etc., are used in making the "average" that decides the question of promotion, advertises thoughtless mismanagement. If a pupil has been mischievous, will it help him or the general welfare to retain him in a grade where suitable occupation and interest are impossible? Unruly pupils reform spontaneously on advancing to more stimulating work. Almost all boys pass through a year or two of natural resistance to control. It is of comparatively little importance how such recalcitrants are punished for overt acts if they are promoted according to ability to understand the studies of consecutive grades. On the other hand, docile deportment is in itself no qualification for promotion. These statements are self-evident, but they point to a widely needed quickening of dry bones.

At this point let me urge especially those who persist in requiring eight years for the elementary school, to reflect upon the consequences of retaining pupils for more than one year in the same grade. Legitimate reasons often require such delays, but foolish practices concerning promotions make such an accident at some stage of the course rather the rule than the exception. Think of what it means to stretch out your eight years of elementary school to nine or ten years. Boys are doomed when that befalls them. Beards begin to grow before they escape from a tutelage weak and meager for little girls, often four years younger, who have skipped a grade or two. The boys are right in leaving such schools.

4. Departmental teaching for the upper grades is advantageous; that is each of the several teachers assigned to those grades in the same building giving instruction in all of them in the subject she is best qualified to teach. The practice has spread in Dallas until there will be only two or three schools next year in which it is not followed. This has come to pass by the spontaneous agreement of principals and teachers, at the mere suggestion of the superintendent without any exercise of authority.

Some of the advantages of the departmental method may be briefly stated:

Few teachers are competent to teach all of the subjects in the upper grades as they ought to be taught.

Even if competent, the same teacher will hardly make the daily preparation necessary for effective teaching in all of the subjects.

The pupils are in a more alert attitude in the self-activity necessary for proper learning, when a fresh teacher enters the room to instruct them in a particular subject, as compared with the less marked and interest-stimulating change when the same teacher merely "calls" the next subject on the program.

As a consequence of the last mentioned fact, there is a wholesome abatement of the over-personal attitude—whether of affection or antagonism—inseparable from the continuous presence and control of the same teacher, an attitude especially unsuitable to pupils of the age belonging to the last grades of the elementary school.

The objection that the departmental plan causes pupils to like one teacher better than another is an absurdity characteristic of a prevalent sort of effeminized school men rather than of the women who do the teaching. Of course a pupil will like one teacher better than another if he has any sense at all, but that is not undesirable in the estimation of any mind that faces reality and the truth with instinctive fidelity.

5. The strongest and most scholarly teachers in elementary schools ought to teach the last two grades. Only one critical point seems generally recognized—the first grade. The importance of the initial stage is indeed great (though we often hear extravagant overstatements about this); but the last two years of the elementary school, especially the last year, is a stage critical for still more momentous issues, and the requisite force, skill and scholarship are far more rare among teachers than talent to teach the little beginners as they ought to be taught. Get the best teachers you can for all positions; but watch the critical points. The importance of the first year is recognized, that of the last is often ignored.

6. Give the teachers a free hand and hold them responsible for a fair measure of success.

Each teacher should be free in minor arrangements for performing the work assigned. Each should know and appreciate the standard of accomplishment required by the system of the pupils given in charge for the year or term, and frequent consultation with the teachers of the same grade and of the grades next above and next below are needed to keep the work of each in organized adjustment; but beyond the prescribed course of study, and the standards of efficiency and such schedule arrangements as must be conformed to by all, the teacher should not be subjected to orders. Principals should give intelligent and sympathetic advice as needed upon all points; but orders should never extend to the details of teaching. Daily programs carried to minute divisions of time, peremptorily imposed by principals, are one of the most deadening influences in over-regulated schools.

KINDERGARTENS.

I beg to assure all who are interested that it is possible to make serviceable use of every widely approved adjunct to the more ordinary school processes. Every such means may be and often has been abused by persons having more enthusiasm than knowledge; but all may be and have been used serviceably.

The establishment of nurseries for the infants of the city would call for hundreds of thousands of dollars for buildings and a considerable tax for maintenance, if there were any wide-spread wish for such institutions. The connection with the public schools of the kind of kindergarten that cares for infants under five years old, is opposed by those who resist the growing attempts to make the public schools an omnibus for carrying everything to everybody; but there may be a kindergarten of a different sort which would constitute a useful adjunct to the schools.

The question rests on the following facts: All over the United States a large number of children are retarded in the first grade. I can not take space here to describe the many causes of this fact. In Dallas hundreds of children are nine years old when they reach the second grade. The consequences of this retardation are pitiful. Neither the subject matter nor methods of teaching fit the natural development and capacities of the retarded pupil. Retardation in the first grade is one of the main causes of the excessive dropping out at the seventh grade.

A kindergarten adjunct to every school, for children about five years old, who could be taught kindergarten exercises during the first half of the year and the matter of the Low First Grade during the second half, would be very serviceable. Those children would enter the high division of the First Grade at the opening of the next year, well prepared to proceed in the regular manner required by the exigencies of all public school work. Two years would be saved by this means in the lives of a great many children.

Mothers who can not or will not take care of their infants three and four years old should look to other agencies than the public schools for communal nurseries. But who can object to the sort of kindergarten I have suggested?

At the present juncture only one of the Dallas schools has a room available for such a purpose, and in that room a kindergarten has been established by the Board of Education, open to children capable of being prepared in one year for the regular First Grade.

TRADE SCHOOL.

In cities where buildings and teachers are many times reduplicated for pupils of the same grade, trade schools could be conducted without additional cost, except in so far as instruction involving manual work is more expensive than the teaching of subjects in which larger classes are possible and materials are not consumed.

Although the connection is not logically necessary, there are so many practical connections between the regular schools and trade schools that the advisability of organic relations and unity of control is clear to all who have best studied the question.

There is a place and a need for reform schools in which trades are taught; but every stigma of any such reference should be far removed from the schools of which I am speaking. Many of our best boys would be led to a genuine trade school. It is true that there would be a tendency to relieve the other schools of pupils to whom the schools do little good and who, from lack of interest and reluctant attendance, do harm to the schools; but such consequences would be incidental.

The elementary trade school that I propose as a beginning would simply stand on its own merits and would win its way by genuine service to all who wished to learn the elements of a trade while acquiring the rudiments of an education in English and arithmetic, including some who from poverty or choice commonly refuse to take much instruction from the regular schools.

An elementary trade school might in due time lead to a secondary technical school of high grade. The future will take care of itself. Meanwhile I recommend the establishment of an elementary trade school as soon as circumstances put the means into your hands.

In a circular dated July 27, 1901 (one of the first issued by me as State Superintendent), I explained the two entirely distinct matters of manual training in the regular schools and industrial training in trade schools, and showed how easy it was in cities to provide trade schools without seriously increasing expenses.

Undoubtedly our civilization needs some substitute for the discarded system of apprenticeship, which was the means used by our forefathers for a purpose for which we must now devise some improved means. Some way must be provided for training as skilled workers an important part of the population which under existing conditions is left to meet life's opportunities and responsibilities almost unaided by the educational system of the society whose welfare largely depends upon the virtue, happiness, and efficiency of this now neglected part.

SUPERVISION OF HEALTH AND PHYSICAL TRAINING.

The duty of careful supervision of the health and physical development of school children rests upon the executive authority of every public school system.

In designing buildings, expert advice should always be followed in the plans for light, heat, and ventilation. I hope that the new O. M. Roberts School will prove to be a model in those respects for future buildings in Dallas. By careful designing, the cubic space required by stoves, or even by individual ventilating heaters, may be saved, so that the best system of heating and ventilating may be secured in a twelve-room building at no greater cost than would be required for a poorly designed building of the same capacity heated by common stoves and not ventilated at all.

It will be serviceable to explain the fundamental principles of this matter, in view of the fact that you receive misguided petitions from mother's clubs and demands from other sources for "steam heating such as is employed in modern hotels and office buildings."

Heating by radiation, whether from ordinary stoves or from coils radiating heat conveyed by water or steam, is unfit for schools. There is not and can not be any dispute about this among those competent to discuss the question. Systems of heating which are the best for office buildings and hotels are altogether unfit for school rooms, where the floor space is crowded for long periods with persons not free to change positions. If you heat by the radiation from any solid object, howsoever it may be heated, those sitting close to the radiator must be over-heated, or those sitting farther away must be insufficiently warmed; and ventilation is wholly neglected.

Abundant fresh air without chilling and equable temperature in all parts of the room, are the requisites of a system good for schools. To meet these requirements some means of supplying heated fresh air must be used. That may be accomplished in several ways: (1) Ordinary hot-air furnaces in basements take fresh air from the outside and are supposed to distribute it to different rooms. They do very well for dwelling houses, but the distribution of the heated air, depending entirely upon gravity, is irregular; rooms that are heated when chilling winds are from one direction do not receive their share of the heated air when a different side of the house is most chilled. They have almost uniformly proved unsatisfactory in schools. (2) A steam boiler and power plant, by means of which fresh air is heated by coils filling a large chamber and driven by fans up every distributing duct. This system, with automatic temperature

control, is the best. The cost of installation and maintenance has, until recently, confined its use to large and costly buildings. If the low pressure boilers which have recently been used for small buildings do the work as it is reported, this system should be adopted for all new buildings. (3) Individual ventilating heaters for each room, taking fresh air directly from the outside and pouring it overhead in every direction throughout the room. Those who have protested against this method in complaints about the use of "stoves" in school rooms have correctly stated objections to stoves, but their remarks have no application to the ventilating heaters which are merely an economical device for doing in each room what the very best and most costly system does by a boiler and power plant in the basement. This is next to the best means for heating school rooms, securing almost the same results as (2) in a less convenient and stylish manner. In both, fresh air is continually poured into the room in nearly perfect condition for respiration; seats nearest are very little warmer than those farthest away; draughts at all crevices of windows, doors, and floor are outward, not inward; and, since vitiated air causes both dullness and irritability, to the good effects upon the health of pupils and teachers are added many desirable consequences in work and discipline.

Medical Inspection—I recommend that the Board of Education consult with the City Department of Health to determine some plan that will put medical inspection of the children in the public schools on a systematic basis.

I also recommend that a "School Nurse" be employed, as soon as money for that purpose can be made available. The school nurse is the only agency discovered in the experience of large cities, that has rendered practically effective that reasonable care for the physical welfare of children for which all schools and especially public schools are responsible. Periodical observation of the children by medical inspectors is not only insufficient for its immediate purpose (diagnosis), but is almost futile for its final purpose of remedy.

It is the duty of a school nurse to keep a constant watch upon the children in all the schools, going from school to school continually, visiting parents in regard to diseases or defects already identified by a medical inspector in order to secure the necessary parental co-operation, and continually reporting to the health officer diseases or defects suspected by her and dealing on her own responsibility with perfectly plain cases.

Except for several violent and notoriously contagious diseases, the majority of parents give no heed to mere notices sent by the principal of a school. Cards brought home by children stating that adenoids, enlarged tonsils, granulated eye-lids, eye-strain, itch, etc., have been recognized, are commonly disregarded and sometimes resented. But the school nurse follows up such reports by visits to the home, and in a majority of cases tactfully secures appropriate action on the part of parents. The consequent great reduction of the length of absences and of the number of pupils who drop out permanently, are but signs of immeasurable relief from suffering and rescue from inefficiency.

The continual observation of the children is, also, a point of prime importance. The nurse would be always on the lookout for cases that ought to be reported to the health officer; but she would be fully capable of dealing with many cases without troubling a medical inspector. The presence of adenoid growths (with all their pitiful consequences) is sometimes quite unmistakable; drawing down the lower

lid of the eye may expose granulations that show without doubt an extremely dangerous and contagious disease. By following such sufferers to their homes and insisting upon calling in the family physician (or the City Health Officer in cases of the very poor), the nurse would really accomplish the practical objects of the medical inspection of schools, which otherwise are seldom attained.

Supervisor of Physical Training—During the past year the Dallas Federation of Women's Clubs donated to the public schools a part of the services of an exceptionally well qualified man, regularly employed by the Federation as Supervisor of the City Playgrounds, who in "odd hours" instituted athletic leagues in nearly all of the schools. Besides the physical and moral benefits derived by thousands of children from the games and exercises, many boys were induced to study diligently in order to keep up to the standard required for admission to athletic contests.

The good beginning provided by the generous endeavors of the Federation of Women's Clubs must be lost unless the Board of Education will assume the expense which can no longer be borne by the ladies who bore it last year.

I recommend the employment of a Supervisor of Physical Training. Such a supervisor giving entire time to the work would do far more than carry forward and perfect what was begun last year. For this supervisor should be a specialist in all the knowledge of anatomy, physiology, and hygiene needed to prescribe and direct class exercises beneficial to all, and special exercises helpful for particular defects. For many years the Dallas Board of Education has required the devotion of ten minutes each day in the lower grades to calisthenic exercises; but the rank and file of teachers have no proper understanding of the matter, and it is evident that much of the time thus employed must be wasted, and that the good results of competently directed exercises are entirely missed. The work of hundreds of teachers would be systematically directed to efficient results, and many thousands of children, year after year, would derive incalculable benefits from the regular employment of a sane, scientific supervisor of physical training.

FINANCIAL.

I shall not include in this biennial report any detailed analysis of financial resources and difficulties. Specific recommendations upon such questions are best made in special reports as they become necessary. Only a few general statements are needed here as a record of events during the last two years.

At the date of the last biennial report financial conditions were at a "low water mark." Buildings were to be more crowded and more classes on half-day sessions than ever before or since. In April, 1908, the urgent need for new buildings had been submitted to the people in a wise proposal to levy a ten cent tax for an annual building fund. The people failed to vote the tax, and the consequences were candidly described by Superintendent J. L. Long in his retiring report made August 1, 1908, which concluded as follows: "The city schools must continue to endure the handicap of insufficient room, with all its attendant ills. This means not only inadequate seating capacity, but poor equipment, out-of-date heating and plumbing, and unfavorable and unsanitary conditions generally."

Dallas is to be congratulated upon the different story that this next following report can tell. In April, 1909, bonds for \$200,000 were voted for buildings, and in April, 1910, an issue for \$100,000 for the same purposes was voted. There must be some overcrowding until the last bond issue is sold and the now waiting building contracts executed; but before the end of the ensuing year there will be accommodations for all elementary school pupils at an average of less than 40 to the room. I know of no other city that can say as much.

The situation in regard to funds for maintenance is more troublesome. The coming year opens with a deficit of about \$30,000. That deficit originated over two years ago through the necessity of building the Fair Park School out of maintenance money. Considerable charges for frame rooms and rents have also been met from the maintenance fund. When the proceeds of the \$200,000 bond issue became available the accumulated needs of several years had to be supplied. One hundred classes were on half-day sessions, in fifty rooms, and the average number of pupils for the other rooms was excessive. Of course, it is necessary to add a teacher to the pay roll for every new room, to say nothing of janitors, fuel, supplies, insurance, etc. The teaching force for 1907-08 numbered 247; for 1909-10 it numbered 342, an increase of 95. For 1910-11, upwards of twenty more must be added.

In April, 1910, the voters generously replaced an expired 5 cents tax by a tax of 7 cents on each \$100 of taxable property for the years 1910 and 1911 for the support and maintenance of the public schools, which, added to the mandatory 25 cents, gives a tax of 32 cents for maintenance. The amount of assessed values has also risen handsomely. Nevertheless the increase in resources does not meet the increase in expenses, nor can it meet the justified demands for improvements and expansions of the work of the schools. Dallas needs to levy a school tax of 40 cents instead of 32 cents on the \$100. This would yield something over the necessities of direct maintenance; but the small surplus would enable the Board of Education from time to time to buy a building site in advance of inflated prices; to keep all buildings in perfect repair; and to provide sanitary plumbing, heating, etc., in all schools.

In the matter of buildings for the immediate future not already provided for, one imperative necessity must be met before September, 1911. The main High School building will be filled to overflowing during 1910-11. It will be physically impossible to receive and take care of the Dallas High School in this building in September, 1911. During the coming winter means must be provided to handle the high school for the session of 1911-12. No civic condition could arise, upon which the city could be more justly congratulated than on this necessity for another high school building. It constitutes the best possible proof of the successful operation of the great enterprise of public education. The city ought to rejoice that the occasion has arrived.

I present hereafter, intact as received by me, the reports of the Supervisor of Writing and Drawing, the Supervisor of Music, the Director of Manual Training, and the Principals of the Night Schools, commending them to attentive consideration with my unqualified endorsement of the recommendations they submit.

The attempt to set forth in this report some of the organizing principles of the government of the Dallas schools, would be incomplete without mention of moral influences. For the very reason, however, that the moral effects of any school are mainly the result of influences emanating from personal character, reticence upon this matter is more indicative of wholesome influence than self-complacent assertion. But it is not improper for a system of schools to say for itself, that the supreme importance of moral character and the small worth of anything else in comparison with it, are recognized by its rulers.

Simplicity and gentleness in the control of pupils are inculcated. Yet, while depending on common sense and an appeal to the right feelings of pupils, gentleness is not intentionally allowed to sink into weakness. Actual conditions, of course, vary in different schools, and, in less degree, in different rooms of the same school. It requires years to establish in a school traditions of honorable conduct and kindly behavior; but such a miniature public opinion, if fostered by legitimate freedom, will grow in due time to be the school's strongest moral influence.

In estimating the moral influence of schools it should be borne in mind that moral and intellectual characteristics are different phases of one and the same spirit, and that, therefore, intellectual slovenliness or shamming is demoralizing, and intellectual consistency and thoroughness establish some fundamental moral principles. But the school does not do all the educating. Especially is it needful that the home and the church should reinforce the school. The rights of parents are respected by the government of the public schools of Dallas. Every citizen, indeed, has rights in and duties to the public schools. The sympathy and co-operation of all are invoked.

The kindly co-operation of various associations has been cordially appreciated. The part taken by the Federation of Women's Clubs has been described in discussing the question of a supervisor of physical training; the Free Kindergarten Association supported last year one experimental kindergarten at the Sam Houston School; the Home Garden Association awakened an interest in plants and gardening that should bear good fruit in many homes; mothers' clubs and parent and teacher associations have given innumerable gifts conducive to health and comfort; and Mr. Ascher Silberstein left at his death a bequest of \$5000 to be used as the Board of Education sees fit, for the benefit of the public schools.

It is due to the earnest endeavors of the great majority of the teaching force, including supervisors, principals, and teachers, to report that, speaking generally, the work of the schools has been well done. The majority of schools testify to continual improvement in discipline and in the real results which are the proper object of the entire system.

As for the responsibility of my part in the great work placed under your supreme authority, I am deeply sensible of that, and also of the need for clear insight, equipoise of judgment, and steadfast patient energy in one who would properly meet its duties and opportunities. If I have fallen short or erred, it has never been because of wavering purpose or voluntary neglect.

Yours faithfully,

ARTHUR LEFFEVRE, Superintendent.

COMPARATIVE STATISTICS SINCE ORGANIZATION OF PUBLIC SCHOOLS

YEAR	Net Enrollment	Per cent. of Attendance	Number of Teachers,	Value of School Property
1884-85	1,456	90.2	23	\$ 32,411
1885-86	1,582	89.6	23	33,601
1886-87	2,180	91.2	28	76,465
1887-88	2,389	88.8	35	84,115
1888-89	3,206	87.	53	153,621
1889-90	4,685	88.	76	227,600
1890-91	4,756	89.	82	287,600
1891-92	4,897	94.5	101	287,600
1892-93	5,032	94.7	98	429,505
1893-94	5,137	95.2	99	462,055
1894-95	5,281	95.1	104	462,055
1895-96	5,512	95.1	106	463,000
1896-97	5,765	95.9	113	463,000
1897-98	5,949	95.8	120	303,850
1898-99	6,228	94.9	121	293,395
1899-00	6,515	92.3	124	293,975
1900-01	6,627	91.6	129	345,834
1901-02	7,210	92.5	143	363,874
1902-03	7,770	91.5	152	393,000
1903-04	9,479	92.4	189	412,000
1904-05	9,791	92.	203	444,000
1905-06	10,623	90.1	222	450,000
1906-07	10,877	91.8	223	445,064
1907-08	11,297	91.9	247	625,000
1908-09	12,213	92.9	283	911,080
1909-10	13,181	92.1	342	1,186,015

In order to continue the comparison with previous years given in this table, the "Percent. of Attendance" for the year is the average of nine monthly percentages each of which was based upon the number of "days due" by all pupils "belonging."

A pupil known to have definitely withdrawn is dropped immediately from the "number belonging," otherwise after one week's absence.

See the next following table for exact statements of daily attendance.

ATTENDANCE FOR 1909-1910

NAMES OF SCHOOLS White Schools	Net Enrollment	Average Number Belonging	Av. Daily Attendance	Cases of Tardiness	Cases of Truancy
High School Classes at Main High School	962	812	793	2,029	34
Elementary School Grades at Main High School	296	252	203	266	12
Stephen F. Austin School	608	497	452	322	37
Cumberland Hill School	767	615	536	344	98
William B. Travis School	779	697	658	237	20
Cedar Lawn School	700	552	532	159	45
Oak Grove School	334	270	245	479	28
San Jacinto School	579	495	454	338	18
Columbian School	479	390	361	308	7
Alamo School	711	553	493	323	71
Davy Crockett School	784	659	605	357	31
Colonial Hill School	670	553	518	149	19
Fair Park School	487	390	354	244	27
James W. Fannin School	333	297	288	243	14
Sam Houston School	211	160	143	139	3
Fairland School	57	46	26	54	0
O. M. Roberts School	95	75	68	55	0
High School Classes at O. C. Central Elementary School Grades at Oak Cliff Central	104	88	80	121	13
John H. Reagan School	477	388	369	441	14
James Bowie School	486	393	359	240	17
Evening School at High School	450	371	332	231	28
Evening School at Cumberland Hill	201	100	95	0	0
Evening School at Cotton Mill	60	26	21	64	0
Totals	40	21	15	0	0
Totals	10,670	8,700	8,000	7,143	536
Negro Schools					
High School Classes at Main H. S. ...	160	144	110	108	0
Elementary Sc'l Grades at Main H. S. ...	666	542	490	396	11
Wright Cuney School	202	137	120	247	8
Booker T. Washington School	426	331	288	911	6
Fred Douglass School	687	496	422	851	2
Pacific Avenue School	145	117	109	334	2
H. S. Class at Ninth Ward	17	16	11	30	0
Grades at Ninth Ward School	208	161	153	393	0
Totals	2,511	1,944	1,703	3,270	29
Grand Totals	13,181	10,644	9,703	10,413	565

ENROLLMENT AND PROMOTION BY GRADES AND HIGH SCHOOL CLASSES 1909-1910

White Schools	ENROLLMENT			PROMOTIONS		
	Boys	Girls	TOTAL	Boys	Girls	TOTAL
First Grade	1,051	860	1,911	603	512	1,115
Second Grade	768	701	1,469	564	598	1,162
Third Grade	765	772	1,537	481	506	987
Fourth Grade	664	668	1,332	403	470	873
Fifth Grade	534	592	1,126	331	447	778
Sixth Grade	485	506	991	316	337	653
*Seventh Grade	307	364	671	128	139	267
*Eighth Grade	249	287	536	204	302	506
First-Year Class H. S.....	250	355	605	116	141	257
Second-Year Class H. S....	80	165	245	40	71	111
Third-Year Class H. S.....	64	98	162	41	56	97
Fourth-Year Class H. S.	29	56	85	25	52	77
Totals	5,246	5,424	10,670	3,252	3,631	6,883
Negro Schools						
First Grade	360	377	737	163	142	305
Second Grade	187	178	365	133	124	257
Third Grade	161	177	338	99	120	219
Fourth Grade	141	184	325	80	127	207
Fifth Grade	84	137	221	50	67	117
Sixth Grade	60	116	176	28	59	87
*Seventh Grade	41	66	107	12	35	47
*Eighth Grade	16	49	65	21	61	82
First-Year Class H. S.....	26	84	110	16	64	80
Second-Year Class H. S....	9	13	22	7	12	19
Third-Year Class H. S.....	13	16	29	12	14	26
Fourth-Year Class H. S.....	9	7	16	9	6	15
Totals	1,107	1,404	2,511	630	831	1,461
Grand Totals	6,353	6,828	13,181	3,882	4,462	8,344

*The Eighth Grade is in process of elimination. Some High Seventh pupils were promoted last June to the high school, as will be regularly the case henceforth. The 267 white pupils, and 47 negro pupils, not so promoted cannot enter the high school until the end of the ensuing year, but they are the last class who will have to spend eight years below the high school. The elementary school course of study has not been diminished in scope, but it will henceforth be covered regularly in seven years instead of eight years.

The promotions shown in the preceding table are given as required by the State Department of Education, and it is the only method applicable both to schools that have no "low" and "high" divisions of their grades and to systems that make such divisions. But for exact understanding of the statistics, it should be explained that the "promotions" recorded in the table are only those through which pupils at the end of the last session reached grades of higher **number** than those in which they had been enrolled during the session. (Usually it is the next higher number, but a few pupils win promotion through more than two half-grades during the year.) Consequently, some pupils who have advanced one half-grade during the two terms of the annual session are not counted in this table as promoted at all, while others who have advanced only one half-grade are necessarily counted. If the advance during the year has been only from the low to the high division of the same grade, it cannot be shown in such a table; whereas if the (no greater) advance has been from the high division of a grade to the low division of the next grade, it must show as a promotion from the former grade to the latter. Numerically such cases about offset each other.

* The 8344 "promotions" shown in this table therefore include all the regularly progressing pupils who made two half-grades during the year, and also about half of those pupils who made only one half-grade during the year.

In view of the new zeal for school statistics, which is frequently misleading both the would-be statisticians and the general public, it may be serviceable to point out in this connection that in the most efficient schools the number of promotions differs very little from the average daily attendance. Certainly a considerable number fail of promotion. It is evident, therefore, that the number of children "in school" is as much underestimated by identifying it (according to the "reform" fashion) with the average daily attendance, as it would be overestimated by using the net enrollment. It is a tyro's mistake, also, to base the "cost per pupil" upon the average daily attendance.

SPECIAL CENSUS FOR U. S. COMMISSIONER OF EDUCATION OF PUPILS IN ACTUAL ATTENDANCE ON DEC. 1, 1908.

AGES OF BOYS

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	TOTALS
1st Grade..	24	415	272	111	51	18	9	7	3	...	...	...	...	...	...	910
2nd Grade..	...	55	213	182	118	50	25	9	3	...	1	...	...	...	...	656
3rd Grade..	...	7	36	166	171	118	38	25	11	4	1	...	...	...	...	577
4th Grade..	2	44	127	150	112	62	29	7	1	...	...	...	...	534
5th Grade..	5	26	103	123	92	59	14	3	...	...	...	...	425
6th Grade..	2	31	87	106	52	22	7	...	...	...	...	307
7th Grade..	1	6	37	76	67	46	9	2	...	...	...	244
8th Grade..	5	16	50	26	15	2	1	...	...	115
1st Yr H.S.	1	11	24	35	40	12	3	...	...	126
2nd Yr H.S.	1	9	24	34	25	8	1	...	102
3rd Yr H.S.	1	4	13	14	11	3	2	48
4th Yr H.S.	1	1	3	9	9	6	...	29
Totals..	24	477	523	508	496	476	437	405	309	183	127	64	32	10	2	4073

AGES OF GIRLS.

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	TOTALS
1st Grade..	30	489	260	87	44	18	6	...	...	...	...	...	...	...	...	934
2nd Grade..	1	53	259	190	93	29	16	4	2	...	...	...	...	...	...	647
3rd Grade..	...	7	53	186	180	120	63	24	10	2	2	...	...	...	...	647
4th Grade..	...	...	2	40	160	164	126	66	26	3	2	...	...	...	...	589
5th Grade..	...	...	...	7	48	131	148	117	45	15	1	...	...	...	...	512
6th Grade..	...	...	...	...	2	33	123	154	117	32	5	1	...	...	...	467
7th Grade..	...	...	...	...	...	4	36	124	113	71	7	4	...	...	...	359
8th Grade..	...	...	...	...	...	...	1	41	66	79	23	5	1	...	...	216
1st Yr H.S.	...	...	...	...	...	...	2	17	48	109	75	14	1	...	...	266
2nd Yr H.S.	...	...	...	...	...	...	...	...	5	20	62	43	4	1	...	135
3rd Yr H.S.	...	...	...	...	...	...	...	...	...	...	14	36	19	6	1	76
4th Yr H.S.	...	...	...	...	...	...	...	...	...	...	1	12	32	13	3	61
Totals..	31	549	574	510	527	499	521	547	432	331	192	115	57	20	4	4909
Gr. Totals	55	1026	1097	1018	1023	975	958	952	741	514	319	179	89	30	6	8982

White and negro schools were combined for the U. S. Commissioner; but it should be a valuable record to give these statistics for Dec. 1, 1908, in separate tables for white and negro schools. It is probable that a similar investigation made two or three years hence would show notable improvements.

CENSUS OF PUPILS IN ACTUAL ATTENDANCE BY GRADE, AGE, AND SEX ON DEC. 1, 1908

WHITE SCHOOLS—BOYS

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	TOTAL
1st Grade..	23	336	230	89	33	4	5	5	2	...	...	...	...	...	...	727
2nd Grade..	...	40	193	158	101	42	20	4	1	...	...	...	...	...	...	559
3rd Grade..	...	2	31	146	152	94	31	18	6	3	1	...	...	...	...	484
4th Grade..	39	115	141	98	46	23	6	1	...	...	...	...	469
5th Grade..	5	25	100	110	70	55	12	3	...	...	...	...	380
6th Grade..	2	26	80	93	43	16	6	...	...	...	...	266
7th Grade..	1	4	33	67	58	41	9	2	...	...	...	215
8th Grade..	4	16	49	24	14	2	1	...	...	110
1st Yr H.S.	1	10	24	34	36	12	1	...	...	118
2nd Yr H.S.	1	8	21	32	22	7	1	...	92
3rd Yr H.S.	1	3	12	13	9	1	...	39
4th Yr H.S.	1	1	2	9	9	4	...	26
Totals..	23	378	454	437	429	411	382	330	271	161	116	60	27	6	...	3485

WHITE SCHOOLS—GIRLS

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	TOTAL
1st Grade..	30	412	218	65	25	10	6	...	...	...	...	...	...	...	...	766
2nd Grade..	1	39	228	164	75	18	9	2	1	...	...	...	...	...	...	537
3rd Grade..	...	5	40	159	155	96	52	11	4	1	...	...	...	...	...	523
4th Grade..	...	...	2	39	150	150	107	50	21	1	1	...	...	...	...	521
5th Grade..	...	...	...	4	39	118	129	93	38	12	1	...	...	...	...	434
6th Grade..	...	...	...	...	...	31	111	137	96	22	2	1	...	...	...	400
7th Grade..	...	...	...	...	...	4	32	107	90	56	5	1	...	...	...	295
8th Grade..	...	...	...	...	...	...	1	38	62	64	13	2	1	...	...	181
1st Yr H.S.	...	...	...	...	...	...	2	16	45	107	66	14	1	...	...	251
2nd Yr H.S.	...	...	...	...	...	...	...	...	5	20	54	37	2	1	...	119
3rd Yr H.S.	...	...	...	...	...	...	...	...	...	...	12	33	19	5	1	70
4th Yr H.S.	...	...	...	...	...	...	...	...	...	...	1	10	21	9	3	44
Totals..	31	456	488	431	444	427	449	454	362	283	155	98	44	15	4	4141
Gr. Totals	54	834	942	868	873	838	831	784	633	444	271	158	71	21	4	7626

NEGRO SCHOOLS—BOYS

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	TOTAL
1st Grade..	1	83	42	22	18	8	4	2	1	..	..	..	..	..	..	181
2nd Grade..	..	11	20	24	17	8	5	5	2	..	1	..	..	..	..	93
3rd Grade..	..	5	5	20	19	24	7	7	5	1	..	..	..	..	..	93
4th Grade..	2	5	12	15	14	16	6	1	..	..	..	..	..	71
5th Grade..	1	3	13	22	4	2	..	..	..	..	..	45
6th Grade..	5	7	13	9	6	1	..	..	..	..	41
7th Grade..	2	4	9	9	5	..	..	..	..	..	29
8th Grade..	1	..	1	2	1	..	..	..	..	5
1st Yr H.S.	1	..	1	4	..	2	..	..	8
2nd Yr H.S.	1	3	2	3	1	..	..	10
3rd Yr H.S.	1	1	1	2	2	2	9
4th Yr H.S.	1	..	..	2	..	3
Totals..	1	99	69	71	67	65	55	75	38	22	11	4	5	4	2	588

NEGRO SCHOOLS—GIRLS

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	TOTAL
1st Grade..	..	77	42	22	19	8	..	..	..	..	..	..	..	..	..	168
2nd Grade..	..	14	31	26	18	11	7	2	1	..	..	..	..	..	..	110
3rd Grade..	..	2	13	27	25	24	11	13	6	..	2	..	..	..	..	123
4th Grade..	1	10	14	19	16	5	2	1	..	..	..	..	68
5th Grade..	3	9	13	19	24	7	3	..	..	..	..	..	78
6th Grade..	2	2	12	17	21	10	3	..	..	..	..	67
7th Grade..	4	17	23	15	2	3	..	..	..	64
8th Grade..	3	4	15	10	3	..	..	..	35
1st Yr H.S.	1	3	2	9	..	..	..	..	15
2nd Yr H.S.	8	6	2	..	..	16
3rd Yr H.S.	1	2	3	..	1	..	7
4th Yr H.S.	2	11	4	..	17
Totals..	..	93	86	79	83	72	72	93	70	48	37	17	13	5	..	768
Gr. Totals	1	192	155	150	150	137	127	168	108	70	48	21	18	9	2	1356

STATISTICAL ITEMS.

Recapitulated and Additional.

1909-1910.

Scholastic census, May, 1910, 7 to 17 years.....	16,596
Scholastic census, May, 1910, White	12,890
Scholastic census, May, 1910, Negro	3,706
Net enrollment of pupils, 1909-1910	13,181
Net enrollment of pupils, White	10,670
Net enrollment of pupils, Negro	2,511
Average number belonging	10,644
Average number belonging, White	8,700
Average number belonging, Negro	1,944
Average daily attendance	9,703
Average daily attendance, White	8,000
Average daily attendance, Negro	1,703
Number of pupils promoted	8,344
Number of pupils promoted, White	6,883
Number of pupils promoted, Negro	1,461
Length of session	180 Days
Net number of days taught (1909-1910)	174 Days
Number of schools (and principals) 1909-10, White.....	19
Number of schools (and principals) 1909-10, Negro.....	6
Number of supervisors, White	2
Number of supervisors, Negro	1
Number of schools having libraries	25
Number of volumes (largely supplemental reading in sets)....	14,800
Number of single desks, White schools	10,642
Number of double desks, White schools	315
Number of single desks, Negro schools	430
Number of double desks, Negro schools	902

Value of Libraries	\$ 6,000.00
Value of Apparatus, exclusive of Manual Training	6,000.00
Value of equipment for Manual Training	12,000.00
Value of Furniture	34,330.00
Value of Buildings	787,450.00
Value of Grounds	340,235.00
Value of all school property	1,186,015.00
Cost of maintenance during 1909-1910	285,733.00

Estimated cost per pupil, based on average number belonging:

In White high schools	\$47.00
In White elementary schools	26.00
In Negro high school	36.00
In Negro elementary schools	19.00
Exact cost per pupil for all schools	26.87

For schedule of salaries hereafter, see Sec. V. of the Rules, (Substantial increases over 1909-1910, are in force for the ensuing year for all salaries.)

For teaching force for 1910-1911, see page 6, and the "Assignments of Teachers."

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

Superintendent Arthur Lefevre:

I have the honor of submitting the following report of the Manual Training Department of the Dallas Public Schools for the session ending June 3, 1910.

The enrollment in this department of the main high school has increased from 230 in 1908 to 417 in 1910, a gain of 81 per cent. There were 189 boys and 228 girls enrolled. In spite of the fact that only a small amount of extra equipment was purchased and only one teacher added to the teaching force the department was able to take care of the large increase without greatly reducing the quantity or lowering the quality of work of teachers or pupils.

The purchase of new equipment, and the election for next year of an additional teacher (giving separate teachers for cooking and sewing) will enable the entire department to do more efficient work during the session of 1910 and 1911.

The addition of a first-class pattern-maker's lathe, a power band saw, and some small tools completes the equipment for pattern making and will allow that work to be brought up to a proper standard. Henceforth, instruction in pattern-making will be started in the second year instead of the third year.

The course in decorative design has been greatly improved and stimulated by the installation of the large pottery kiln which enables the class to put in permanent and useful form the principles of design learned in drawing and in the lecture room.

All laboratories except those for clay working and metal working are fully equipped, so that only about \$2,000.00 is now needed to completely equip the entire department.

At the Colored High School, the wood-work shops will be well located in the new brick building, the cooking and sewing remaining in the quarters occupied last year. When the present equipment and the new furniture, tools, and machinery ordered have been installed, the new shops will be well equipped for the teaching of wood-work. One of these shops will be for elementary wood-work, and the other for joining and turning. A forge shop is to be fitted up in a separate one-room building with four modern hand forges and the necessary anvils and tools for the teaching of elementary blacksmithing.

Respectfully submitted,

O. A. HANSZEN.

Director of Manual Training

Dallas, Texas, Sept. 1, 1910.

REPORT OF SUPERVISOR OF WRITING AND DRAWING.

Mr. Arthur Lefevre,

Superintendent of City Schools:

Dear Sir—I have the honor to submit the following report of the Department of Drawing and Penmanship for the year ending June 3, 1910:

The subjects of drawing, color, design, and construction, together constitute the course in drawing. They seek to develop both skill and taste on the part of the pupil. Skill is sought through the various phases of drawing and construction work taught in the grades, while taste is coincidentally developed by a study of color and design.

The increasing demand for skill in all kinds of industrial work, as well as the knowledge and appreciation of beauty in home surroundings, in dress, and in the civic attractiveness of the city have made the development of both skill and taste important factors in elementary education. A knowledge and appreciation of beauty and an ability to apply this knowledge in creative work is the aim of aesthetic teaching. Such knowledge is developed through study of pattern and pictures, form, composition, and color, and is made practical by relating it to the construction work of the child. Here the individual expression is secured by the necessity for choice between good and bad forms, between fine and crude colors. This produces taste, which is the chief end of aesthetic training.

The Course of Study.—The course of study provides for drawing from nature and still life, the teaching of design and color in connection with constructive work, and the study of pictures. The time allotted to these subjects amounts to seventy-five minutes each week in the first four grades, and ninety minutes in the fifth, sixth, and seventh grades.

The training of the teachers is undertaken through class lessons, conferences, and exhibitions. During the past year, sixty-four such classes and conferences were held by the Supervisor. These classes, in which the work for the succeeding month is discussed, are held after school hours. The teachers of each grade meet once a month.

Two general exhibitions of the work done in the drawing department were held during the school year. Several special exhibits of individual classes and exhibits of the work of all the classes of the school were placed in different ward buildings during the spring term.

The Primary Work.—In the primary grades our aim has been to train the child to see the objects in mass; to give muscular co-ordination; to give definiteness in handling. In other words, to train the child to see form, proportion, and color. The models used include toys, fruits, flowers, animals, and the pose. The pose drawings form the basis for illustrative drawing.

The illustrative drawings, constituting a large part of our drawing work in the first and second years, are used as a medium of expression. The aim is to secure the story simply told in picture. The subjects of the illustrations are those most closely connected with the child's life, the primary center forming a close correlation with the reading, language, music, in fact, with every phase of the child's school and home interests.

The technique is developed as the need arises in the primary grades.

In the light of our knowledge of the interests and capacities of children in the different periods of childhood, the teaching of design has been differentiated in the primary grades from that of the higher grades. The child's interest in decoration in the primary years is strongly colored by his love for symbolic or story-telling elements and his liking for color. The primary design, therefore, is confined to simple patterns in color, usually naturalistic and symbolic in form, applied to various forms of constructive work.

The results of the work in the primary classes have been peculiarly satisfactory.

The Intermediate Work.—The pupils of the intermediate grades work largely from familiar objects, interesting in form and hue, and fruits and flowers. A small collection of still life models is to be found in each building. These are supplemented from time to time by loan collections brought by the pupils. The mediums used are pencil, colored crayons, water-colors. In the intermediate grades the principles of perspective, of pictorial composition, and of design are developed.

The design work in the intermediate grades has to do with practical problems, the work being closely related to that in construction. The forms decorated are those which the child has constructed, but they deal with school needs and with articles of use in the home, rather than with the toy forms attractive to the primary child. The color work is intimately connected with that of design. Much practice is given in the mixing of colors, studying the effect of one color upon another, and of the tints, shades, and harmonious combinations of tones suited to the materials used.

The past year's work in drawing in these grades was generally better, much better, than the work of any previous year, but the results are not yet altogether satisfactory. This is due to the inability of many class teachers to give the necessary instruction in drawing, not that these teachers lacked interest in the work, or that they failed to do all in their power; but to teach drawing in the fifth, sixth, and seventh grades, a teacher must possess considerable skill. Much technical skill, or even to be clever with brush or pencil, is not so necessary with the primary teacher, although she should have a keen appreciation of color and form, together with a love for the work. With these qualities, plenty of materials, and the right viewpoint, the average primary teacher is well equipped to give the necessary instruction in drawing. The successful teacher of drawing in the intermediate grades, on the other hand, must have a knowledge of the principles of perspective and be able to apply this knowledge. She must be able to draw well and rapidly. She must have a good knowledge of design, both pictorial and decorative, and be able to make a design; and she must understand the principles of color harmony. She must know how to make a working drawing and have some knowledge of the construction back of it. Without this knowledge, how can she teach these subjects?

The best results in drawing in the intermediate grades are generally obtained in those schools where instruction in this subject is given by departmental teachers. These should be teachers who are particularly interested in drawing and have given the subject special attention. I believe the departmental teacher in charge of drawing in each building where the intermediate grades are taught will solve the difficulty.

Penmanship.—The aim of our penmanship work is to secure free, easy writing. In the primary grades, the child is trained to do neat, legible writing with special stress placed upon accurate form. In the intermediate grades the time is given to freedom and speed.

The rapid growth of our city with its attendant increase in the number of new rooms each year, together with the increased number of teachers' classes, add to the work of the Supervisor, and with the two subjects, Drawing and Penmanship, the amount of personal attention given to each class in these subjects must necessarily be lessened. An assistant who would give most of her time to the Penmanship work would be a material benefit to the pupils.

Respectfully submitted,

LIDA HOOE,

Supervisor of Writing and Drawing.

Dallas, Texas, June 17, 1910.

REPORT OF SUPERVISOR OF MUSIC.

Mr. Arthur Lefevre,

Superintendent of City Public Schools:

I beg to submit the following report covering the work of my department:

Elementary Schools.—During the past year I have had under my supervision two hundred and fifty rooms. Considering the increased territory with the necessary addition of teachers to whom the work is new, the results have been reasonably satisfactory. I beg to say for our teachers that the great majority of them, coming from schools in which music is not a required subject, and with but little or no preparation in the normal schools, set themselves earnestly to work to equip themselves for more intelligent service in this direction, with the inevitable result that must accompany all conscientious and intelligent effort. But for the increasing efficiency of the grade teachers it would have been impossible for one person to direct this work with even a reasonable degree of success.

High School.—Acting upon the recommendation of the Superintendent, the High School principal, and the supervisor, the Board of Education, two years ago, introduced chorus practice into the first year high school course, extending it last year through the second year with the purpose of including the third year class during the coming year, and a year hence to include the fourth year high school class. It is my earnest desire to augment the chorus work in the high schools next year with a critical study of at least four composers, familiarizing the students with both the choral and instrumental work which represent these composers in their highest moments. A player-piano for the reproduction of these masterpieces is an absolute necessity for this work. Such an instrument, together with the necessary library for illustrative use will cost at the outset approximately \$1,000, with a probable expenditure of \$50.00 a year thereafter for additional music.

It is my judgment that a year's work of this character will create a demand on the part of the student body for an accredited course along the same lines, and to my mind there can be no good reason why such a course should not be offered as soon as an interest is established in the critical and appreciative aspect of music.

Special Teachers.—With the increasing demands upon my time in the high school, and with the increased number of classes in the grades, it becomes essentially important to the success of my work that an assistant be employed for the coming year. Under the present conditions I am able to visit each room only once in six or seven weeks, which is too infrequent for the best results.

I further recommend that we continue the policy of assigning to each school in which departmental teaching is practiced one teacher who has shown special aptitude for directing music study. The co-operation of the Superintendent, the principal, the supervisor, and the teachers in this direction brings an adjustment which is conducive to better and happier results.

Teachers' Meetings.—In addition to class-room work, five monthly meetings have been held by the supervisor for the instruction of teachers, where materials and outlines were definitely discussed and both the technical and interpretative phases of the month's work were presented.

In compliance with your rules and regulations, the supervisor has regularly submitted to the Superintendent her weekly schedule, and at the close of each month a record of the attendance of teachers upon required classes.

Teachers' Chorus.—During the past year a Teachers' Chorus was organized, which in time must prove a helpful, inspirational force in the schools and in the community. It is a hopeful sign when as many as thirty-six teachers voluntarily give an hour a week to such cultural study as forms the basis of this class.

Commencement Chorus.—An incidental duty of the supervisor is to prepare the seniors for their commencement chorus. From year to year the class presents a higher order of talent, showing the influence of the various musical activities of the schools. In this connection I wish to express my appreciation of the Glee Club and Violin Club, and of the high school teachers who promulgate these organizations. They are an inspiration to the children of the elementary schools as well as of the high school, and serve as incentives for special study of voice and instrument.

High School Orchestra.—Plans have been perfected for the organization in September of a high school orchestra which shall be under the direction of an experienced orchestra conductor. It is earnestly hoped that through the co-operation of local musicians, who are always generous toward the student body, the school activities may receive a helpful impetus, and that the community may begin soon to realize a dividend upon the time and money invested in the study of music in the schools, in a more cultured citizenship which shall contribute both talent and support to musical organizations and enterprises.

Conclusion.—Please allow me to express again my appreciation of the generous courtesy accorded to me in a leave of absence for the purpose of attending a national meeting of music supervisors in Cincinnati, and of other substantial evidence of your approval and support.

The spirit of the principals and teachers, the unfailing sympathy and co-operation of the Superintendent and Board of Education, and the happy response of the children of Dallas have been my inspiration and my strength.

Sincerely yours,

BIRDIE ALEXANDER. .

Dallas, Texas, June, 1910.

REPORT ON EVENING SCHOOLS.

Superintendent Arthur Lefevre:

In compliance with your request, we submit the following report of the Evening Schools for the two years closing June 3, 1910:

Near the Cotton Mills, eight years ago, the Board of Education established the first evening school. One teacher was employed, and both boys and girls were admitted. This school is still maintained with two teachers, and is recognized as an important factor in its community. Two years ago, an evening school was established at the Cumberland Hill school building. This school was well attended from the beginning, and is now in good condition. It has all the pupils that can be accommodated by the two teachers in charge.

At the High School, six years ago, two teachers were employed for evening classes composed of boys who were unable to attend school during the day. This school has steadily increased in favor and efficiency until it now has six instructors and a net enrollment of 234 students.

At the two schools first named, both boys and girls are instructed in the elementary branches, with special attention to reading, spelling, and arithmetic. At the High School building, there are classes doing sixth and seventh grade work, and special classes in civil service branches, bookkeeping, physics, mechanical drawing, and Spanish.

In connection with the work of the evening classes, the following facts appear most prominently: the daily attendance is too irregular for satisfactory work; deportment has improved very materially and difficulties of discipline have been reduced to the minimum; practical results are evident, many students having been promoted to better positions by employers, and in many cases boys who attend evening schools are preferred over those who do not.

In addition to the classes now maintained in these schools, we recommend that one or more classes be organized for teaching to foreigners the English language and the principles of our government. There is a constant demand for such information, and we believe this to be the quickest way in which to make loyal and useful citizens of these people who have come to live among us.

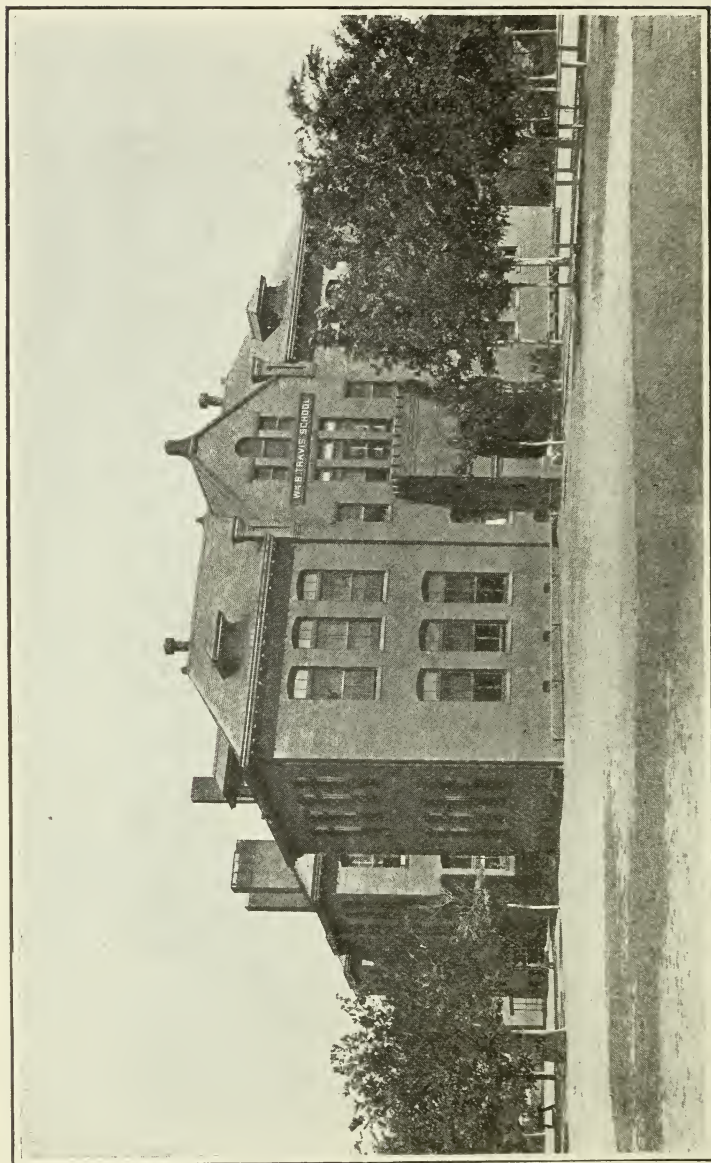
We suggest, also, that some way be devised by which the attendance of those enrolled may be made more regular. We believe this may be accomplished through a system of more frequent reports and seeking the co-operation of employers and parents.

Respectfully submitted,

J. F. PEELER,

GEO. W. COLEY.

Dallas, Texas., June, 1910.



WM. B. TRAVIS SCHOOL

ALUMNI ASSOCIATION

The Alumni Association of the Dallas High School was organized December, 1897. Its present officers are:

Walter Liebman, '03.....	President
Miss Annie Lee Clark, '09.....	First Vice-President
Miss Ada Cullom, '07.....	Second Vice-President
J. Robert O'Connor, '05.....	Secretary
Matt Gunner, '05.....	Treasurer

Those holding diplomas from the High School are, ipso factor, members. The association is desirous of keeping a full record of all its members, and would be glad to receive at any time any information from an alumnus. All changes in name or address should be promptly reported to the secretary and to the principal of the High School. Communications for the alumni should be addressed to the secretary, J. Robt. O'Connor, 764 McKinney Avenue, Dallas, Texas.

CLASS OF 1887.

Boyer, Hattie, Bookkeeper Coca-Cola Co.	393 Harwood St.
Daugherty, Mrs. D. D. (nee Stokey).....	155 Live Oak St.
Davidson, Mrs. M. N. (nee Seidenbeutel).....	Tyler, Texas.
Ford, Mrs. O. D. (nee Bailey), Journalist and editor	308 Worth St.
Gill, Mrs. J. O. (nee Terry).....	63 Ewing Ave., Sta. A.
McIntosh, Mrs. Mary (nee Childress).....	Cameron, Texas.
Nash, Mrs. Rose B. (nee Miller).....	Dallas, Texas.
Sinex, Mrs. M. S. (nee Helm), teacher city public schools	116 Vera St.

CLASS OF 1888.

Kitzmiller, Mrs. E. J. (nee Jones).....	660 Swiss Ave.
Roberts, Mrs. Jules (nee Bryan).....	183 Pocahontas St.

CLASS OF 1889.

Cave, Joe Bob, clerk Court Criminal Ap.	181 Thomas Ave.
Cooper, R. Norris, special agent, Trez- evant & Cochran	Fort Worth, Texas.
Coughanour, R. D., Jr., fire ins.....	531 Wilson Building.
Crossman, Mrs. Chas. (nee Fletcher).....	241 Griffin St.
Glass, Mrs. M. (nee Lyne).....	168 Swiss Ave.
Hyman, Tillie (deceased)	
Hall, Maud	542 Browder St.
Henderson, Josie, teacher city pub. sch.....	255 N. Pearl St.
Ingram, Mrs. Mollie (nee Meeks).....	
Jackson, Mrs. W. M. (nee Steer).....	Iowa Park, Texas.
Jones, Eugenia (deceased)	
Johnson, Mrs. J. R. (nee House).....	2216 Scott Ave., St. Louis, Mo.
Morgan, Mrs. Joseph (nee Gill).....	294 S. Harwood St.
Ragsdale, Mrs. Allen K. (nee Guyton).....	385 Worth St.

CLASS OF 1890.

Cooper, R. Norris, special agent Trez-	
evant & Cochran	Fort Worth, Texas.
Johnson, Mrs. J. R. (nee House).....	2216 Scott Ave., St. Louis, Mo.
Morgan, Mrs. Joseph (nee Gill).....	294 S. Harwood St.
Ragsdale, Mrs. Allen K. (nee Guyton).....	385 Worth St.

CLASS OF 1891.

Baird, Minnie	Oklahoma.
Bramlitt, W. Sherwood, attorney.....	Cor. Jackson & Akard Sts.
Bryant, Mary, teacher	Denver, Colo.
Bullington, James S. (Univ. of Chicago).....	Marshall, Texas.
Harrell, Ella (deceased)	
Kirk, Mrs. T. V. (nee Wilson).....	Mobile, Ala.
Wolford, Mrs. John (nee Haggart) dec'd..	

CLASS OF 1892.

Mitchell, Mrs. J. H. (nee Best).....	191 Shelby St.
Braswell, Emma, teacher city pub. sch....	190 Travis St.
Braswell, Mrs. Dr. R. O. (nee McKinnon)	Mineral Wells, Texas.
Carver, Mrs. Joe (nee Snelling), dec'd...	
Steale, Mrs. O. V. (nee Cassell).....	135 Sycamore St.
Dealey, Mrs. S. D. (nee Downing).....	Beckley Ave., O. C.
Guyton, Susie, teacher city pub. sch.....	981 Bryan St.
Moore, Mrs. W. P. (nee Thomas).....	618 Worth St.
Simmons, Mrs. W. M. (nee Murphy).....	Samuels, Ky.
Stanage, J. Oscar, merchant, Oriental	
Hotel.	Oriental Hotel.
Treuer, Mollie	259 First Ave.
Murphy, Ella, teacher Ft. Worth sch.....	Fort Worth, Texas.
Edwards, Mrs. George C. (nee Nichols)	
(B. A. Univ. of Texas '03).....	Parker and Gould Sts.

CLASS OF 1893.

Belsterling, Edward A. (LL. B., Univ.	
of Texas) attorney	601 Juanita Building.
Bramlitt, Richard E., Sec. and Treas.	
Texas Drug Co.	Ross Ave.
Camp, Gertrude, clerk P. O.....	794 S. Ervay St.
Clark, Fred I., lumberman.....	Dallas, Texas.
Clouse, Grace, teacher city pub. sch.....	200 Thomas Ave.
Ennisson, Leguori	124 Thomas Ave.
Gregory, Annie	
Harris Mattie, teacher city pub. sch.....	438 Swiss Ave.
Harrell, Harmon E. (deceased).....	
Hall, Frank J. (M. D., specialist eye,	
ear, nose and throat).....	309 Linz Building.
Hoce, Lida, supervisor of drawing and	
writing, city public schools.....	571 San Jacinto St.
Kearby, Jay W. (LL. B., University of	
Texas) attorney	259 Main St.
Payne, Mrs. S. (nee Lemmon).....	Hobart, Okla.
McCarroll, Mrs. Dick (nee Lewis).....	Venus, Texas.

Meyer, Nettie, clerk U. S. Postoffice.....	179 Wendelken St.
Rowe, Edna (A. M. Univ. of Texas) teacher city public schools.....	906 Bryan St.
Woodworth, Fred, curio store	El Paso, Texas.

CLASS OF 1894.

Bunting, Mrs. K. V. (nee Blaylock).....	479 Jackson St.
Coleman, Vibelle, teacher city public sch.....	195 Reiger Ave.
Crawford, Ora, (deceased)	
Edwards, George C. (A. M. Harvard '01) editor "The Laborer"	Parker and Gould Sts.
Erway, Eugenia Estelle (deceased).....	
Hargrave, Mrs. R. C. (nee Reel).....	
Hurt, Mrs. Mary (nee Sweet).....	Houston, Texas.
Menczer, Mrs. Ed. (nee Aunspaugh).....	129 Sanger Ave.
Meyer, Mordecai B., mgr. B. & P. Palace.....	147 Williams St.
Moore, Mrs. G. H. (nee Houghton).....	1255 Commerce St.
Randall, Mrs. C. T. (nee Elliott).....	241 Caruth St.
Rasbury, Mrs. Chas. A. (nee Camp).....	873 Ross Ave.
Dupree, Mrs. W. A. (nee Schnell).....	Colorado, Texas.
Stevens, Walter A., mgr. The Home & State Co., pub. Home & State Weekly.....	319 Commerce St.
Taylor, Mrs. D. M. (nee Carter).....	2731 N. Spring Ave., St. Louis, Mo.
Wright, Ray B., physician.....	Carizzo Springs, Texas.
Morgan, Richard, Jr. (B. A. University of Texas) (Theological Seminary, Va.).....	Bonham, Texas.

CLASS OF 1895.

Callier, Edward R., sec. and treas. Trinity Cotton Oil Co.....	Park Hotel, city.
Cave, Tyree	181 Thomas Ave.
Cohn, Charles	Dallas, Texas.
Dollard, Mrs. George (nee Tucker).....	1120 Thalia St., New Orleans.
Whitehurst, Mrs. W. F. (nee Elmore).....	326 Lemmon Ave.
Ennison, Verona, stenographer Texas Moline Plow Co.....	124 Thomas Ave.
Montgomery, Mrs. Gray (nee Garrett).....	Colorado Springs, Col.
Giraud, Mrs. P. A. (nee Koch).....	San Francisco, Cal.
Harrell, Annie (deceased)	
Harper, N. Milwee, real estate.....	210 Masten St.
Heelan, Vida, teacher city public schools	756 Bryan St.
House, Dr. Earnest, physician.....	Ferris, Texas.
Howard, Louise	333 Canton St.
Hunt, Mrs. Asa (nee Elliott).....	175 Thomas Ave.
Kendall, Mrs. W. B. (nee Ganzer).....	231 Welborn St.
Kiv'len, Annie, elocution teacher.....	141 Laclede St.
Kirkpatrick, Mrs. L. P. (nee Gallie).....	133 Rowley St.
Loyd, Mrs. Rogers S. (nee Maddox).....	Blooming Grove, Texas.
Patterson, Clarence	Oklahoma City, Okla.
Roe, Mrs. J. W. (nee Allen) deceased.....	
Weichsel, Lottie, training in kindergar- ten work	Cleveland, Ohio.
Wilson, William, salesman Cullum & Boren	376 Routh St.

Wynne, Mrs. G. M. (nee Cox).....	440 Cole Ave.
Wynne, Norwood, missionary	Guadalajara, Mexico.

CLASS OF 1896.

Best, Willie Eunice	151 Thomas Ave.
Dealey, Mrs. C. L. (nee Cammack).....	181 S. Boulevard.
Colville, Chas. M., printer.....	223 Commerce St.
Crowder, Mrs. P. P. (nee Everett) dec'd..	
Spragins, Mrs. Charles (nee Dickson).....	Gainesville, Texas.
Harless, Mrs. Fred (nee Polard)	Houston, Texas.
Edwards, Mrs. Frank B. (nee Oliver).....	Ft. Hamilton, N. Y.
Edwards, Frank B., First Lieut. U. S. A....	Ft. Hamilton, N. Y.
Fallon, Mrs. Hubert (nee Tucker)	373 Junius St.
Gallie, Elsie (deceased)	
Giebel, Mrs. S. C. (nee Oram).....	Austin, Texas.
Grove, David E., Jr., examiner Hartford	
Fire Insurance Co.....	123 Cadiz St.
Mayer, Mrs. Frank (nee Guggenheim).....	St. Louis, Mo.
Harned, Mrs. Albert R. (nee Watson).....	118 Josephine St.
Harris, William R., attorney.....	215 N. Texas Building.
Hooe, Dodie, teacher city public schools..	571 San Jacinto St.
Israelsky, Sadie	119 Pocahontas St.
Johnson, Mrs. J. L. (nee Searcy)	333 S. Boulevard.
Lawther, W. J., R. R. Lawther & Son.....	752 Bryant St.
Letcher, Oakey (deceased)	
Leedom, Pearl	206 McKinney Ave.
Long, Wm. S., grocer.....	Denton, Texas.
Mead, Adele, violin teacher	Berlin, Germany.
Mitchell, Pierre B., cashier Mine Co.	
Ortigo No. 27 and No. 6 Adentio.....	City of Mexico.
Morris, Mrs. J. H. (nee Block).....	399 S. Akard St.
Nicholson, Mrs. Robert (nee Doran).....	311 Gaston Ave.
Richardson, Mrs. P. A. (nee Walsh).....	287 Routh St.
Roberts, Una L, stenographer Dept of	
the Interior	Sulphur, Okla.
Roberts, Georgia A., stenographer J. M.	
Dickson	271 Germania St.
Wells, Roger C., tutor Univ. of Harvard....	Cambridge, Mass.
Woodside, James Archie	Oklahoma City, Okla.
Pool, Mrs. C. D. (nee Orienta Wolf).....	Cedar Hill, Texas.

CLASS OF 1897

Bennett, Mrs. Charles L. (nee Phipps)....	Chicago, Ill.
Buck, Walter F., buyer Texas Cotton	
Com Co.	Ballinger, Texas.
Cade, Mrs. Louis (nee Thomas).....	Pearl St.
Connor, Norma I.....	Haskell and Thomas Aves.
Crawford, Mrs. M. G. (nee Roberts).....	Bowie City, Idaho.
Ewing, William Gordon, clerk P. O.....	Los Angeles, Cal.
Gardner, Mrs. Chas. B. (nee Toole).....	656 Swiss Ave.
Garrett, Mack, special agt. German-	
American Ins. Co.....	228 Cleveland St.
Gerhart, Mrs. Paul C. (nee McDermott)....	Fitzhugh and Bryan Sts.
Goslin, Bertha, teacher city public sch's..	228 S. Boulevard.
Godbold, Bama Hearne	120 Clarence St.
Haynes, Mrs. W. M. (nee Harwood).....	128 Hickory St.

Hetherington, Robert F., traveling sales-	
man Briggs-Weaver Mch Co.....	512 Ross Ave.
Scott, Mrs. T. J. (nee Jones)	Commerce, Texas.
Jones, Ethel P.....	416 Pierce Ave., Houston, Tex.
Leeds, Lodo C., steno. for Texas Co.....	111 Park Ave.
Maynard, Therese, teacher city pub. sch.....	541 Gould St.
Means, Mrs. Thomas C. (nee Hancock).....	171 S. Carroll St.
Moore, Ira T., Moore & Co., lumber.....	Rawlins St.
Perkins, Mrs. J. G. J. (nee Marshall).....	51 Cleveland Ave., Memphis, Tenn.
Pittman, James H., with the Texas Bitu-	
lithic Co.	213 Cadiz St.
Beakley, Mrs. A. R. (nee De Emma	
Shackelford)	1022 Bryan St.
Sherbourne, Mrs. T. L. (nee Mead)	Fort Robinson, Neb.
Stein, Mrs. Adolph I. (nee Rosenfield).....	463 S. Akard St.
Tatman, Beulah B., teacher city pub. sch.....	201 Crutcher St.
Stevenson, Mrs. Maud (nee Tompkins).....	679 Bryan St.
Walsh, W. P. J., with J. A. McAleer	
Insurance Co.	205 McKinney Ave.
Scott, Mrs. Claude (nee Wall).....	Weatherford, Ok.
Webb, Carrie Ethel	128 St. Louis St.
Williams, Mrs. W. L., (nee Stedman).....	345 Gillespie St.
Wheelock, Rufus M.....	Los Angeles, Cal.

CLASS OF 1898.

Beddo, Dony W., clerk Auditor's office	
T. & P.	399 Worth St.
Moore, Mrs. Charles R. (nee Cammack).....	227 Cleveland St.
Cammack, Mrs. Robert B. (nee Nash).....	789 Hall St.
Cheaney, Annie	413 Routh.
Conkling, Lucius C., Conkling & Son.....	297 Flora St.
Cooper, Mrs. Earl (nee Myers).....	Worth St.
Dosdall, Bertha, teacher.....	Lasour, Minn.
Everett, Wm. R., city circulator Dallas	
News	787 N. Haskell Ave.
Feagans, Josie, teacher city pub. sch's.....	Davis and Beckley Aves.
Matthews, Mrs. K. N. (nee Graham).....	1007 Bryan St.
Hernstadt, Fay L.....	60 W. 68th St., New York.
Howell, Nannie P.....	Weatherford, Texas.
Lawther, Raymond R. Jr., Lawther	
Grain Co.	187 McKinney Ave.
Long, Sallie	528 Fairmount St.
Lucas, Mrs. Tom (nee Bradford).....	Cedar Springs Road and Cot-
	ton Belt R. R. Crossing.
Mackey, Marie McKenzie	216 Univ. St., Montreal, Can.
Mittenthal, Morris J., with H. S. Mitten-	
thal & Co.	416 S. Akard St.
Samuel, Joel, (deceased).....	
Shanks, Mrs. Louis F. (nee Randolph).....	724 Juliette St.
Wilson, Josephine S., teacher city public	
schools	376 Routh St.
Wilkin, Flora Laurina, teacher city pub-	
lic schools	211 Grand Ave.

CLASS OF 1899.

Cullom, Mrs. Wm. (nee Bassett).....	Oak Lawn.
Abbott, Mrs. H. P. (nee Beattie).....	Weatherford, Texas.
Yeargan, Mrs. Hilary (nee Bowles).....	Rome, Ga.
Connor, Ed. (C. E. Univ. of Texas '05).....	198 S. Ervay St.
Dana, Mrs. Paul (nee Bradfield).....	337 Thomas Ave.
Davis, Mrs. Frank C. (nee Taylor).....	Rector, Texas.
Dreeben, Mrs. Israel (nee Levy)	743 S. Ervay St.
Elliott, James T., Sec. and Treas Texas	
I. C. M.	325 Worth St.
Cern, Mrs. Dave (nee Goldstein).....	Beaumont, Texas.
Hooe, Kate, stenographer Hartford Fire	
Ins. Co.	571 San Jacinto St.
Isaacson, Mrs. Sam (nee Rosenfield).....	Denver, Colo.
Kelly, Fred, teller, City National Bank.....	157 Gano St.
Lawther, Mrs. Paul W. (nee Collins).....	751 Live Oak St.
Lamar, L. Q. C. (Crawford & Lamar)	
attorney (L.L.B. Univ of Texas '01).....	255 Main St.
Leedom, Lou, stenographer Heineken &	
Vogelsang	204 McKinney Ave.
McGuire, Bert. bookkeeper Murray Co.....	232 Simpson St.
Parker, Mrs. (nee Meyer).....	781 San Jacinto St.
Miller, Mrs. W. M. (nee Bartlett).....	Salina Cruz, Mexico.
Mossman, Mrs. E. E. (nee Brigham).....	913 Main St.
Nichols, Agnes, P. O. clerk, Maywood.....	Chicago, Ill.
Petty, Emma, kindergartner.....	118 Crutchfield St.
Rankin, Hattie, pastor's assistant, Grace	
M. E. Church	333 Swiss Swiss Ave.
Reamer, Carrie	142 Alamo St.
Roberts, Annie, sten. S. G. Roberts.....	271 Germania St.
Steele, Roy, (deceased).....	
Tate, Mamie, teacher city public schools.....	1013 Main St.
Walsh, Lizzie, stenographer John Deere	
Plow Co.	205 McKinney Ave.
Walker, Mrs. Charles(nee Coffin).....	Weatherford, Texas.

CLASS OF 1900.

Appleby, Hilda, stenographer	472 N. Harwood St.
De Lee, Mrs. A. S. (nee Bennett).....	315 Allen St.
Harri's, Mrs. W. (nee Bookhout).....	Swiss Ave.
Bowles, Mrs. Willie (nee Brown).....	Lubbock, Texas.
Buckmaster, Stella, teacher city pub. sch.....	1005 Bryan St.
Emory, Mrs. F. D. (nee Barnes).....	423 Routh St.
Felsental, Mrs. (nee Cahn)	Camden, Ark.
Godley, Frank B., electrician	Schenectady, N. Y.
Graham, John R., R. R. surveyors staff.....	E. Liverpool, Ohio.
Hal, Clarence C., electrician.....	St. Lou's, Mo.
Harris, A. O., mining engineer.....	Kemmerer, Wyo.
Howell, Roy P., R. R. com. agent.....	419 Cedar Springs.
Hutcheson, Annie, teacher city pub. sch.....	101 Crutchfield St.
Hayden, Mrs. B. E. (nee Jones).....	Klamath Falls, Ore.
Johnson, Mary, teacher city pub. sch.....	108 Hibernia.
Johnson, Maggie, teacher city pub. sch.....	257 N. Annex Ave.
Lansdale, Estelle	McKinney, Texas.
Harri's, Mrs. A. O. (nee Lewelling).....	Kemmerer, Wyo.
Locke, Eugene P. (Locke & Locke)	
(L.L.B. Univ. of Texas '04) attorney.....	519 N. Texas Building.
Graham, Mrs. John R. (nee Wilson).....	E. Liverpool, Ohio.

Mead, Winfield S., R. R. com agent.....	Dorris, Cal.
Pounds, Mrs. H. N. (nee Shackelford)....	532 Bryan St.
Pierce, Mrs. (nee Kendall).....	Uni, La.
Prator, Moina, teacher city pub. sch.....	675 Peak St.
Shuttles, Mrs. R. H. (nee Blankenship)....	250 Forest Ave.
Tompkins, Frankie	349 Young St.
Webster, Mary, teacher city pub sch.....	601 Live Oak St.
Wright, James R., with Dallas Merc. Co....	125 Elihu St.

CLASS OF 1901.

Beddce, Robert E., medical student.....	276 Exposition Ave.
Brinker, Marion Francis, salesman Re'd	
Murdock & Co.	Chicago, Ill.
Cammack, Willie Evelyn, stenographer	
J. V. Spears	227 Cleveland St.
Davis, Mrs. Poindexter (nee Chapman)....	187 N. Washington Ave.
Green, Mrs. B. E. (nee Downs).....	Arlington, Texas.
Fontaine, Virginia Annie	507 S. Akard St.
Harris, Mrs. Dr. D. S. (nee Gilbert).....	587 Swiss Ave.
Gilbert, Geo. G. (Washington & Lee	
Univ.)	Boulder, Colo.
Grove, Bessie T.	123 Cadiz St.
Hare, Eugenia Mabel, (Univ. of Texas)....	946 Bryan St.
Harry, Mrs. Thos. (nee Wheat).....	189 Columbia Ave.
Hendricks, Mrs. (nee Routh).....	McKinney Ave.
Hill, Julia	479 N. Harwood St.
Huffman, Mrs. H. (nee Cahn).....	New York City.
Leeds, Wm. L., of and mgr. Miller-Stem-	
mons Co.	Hotel Cliff, Station A.
Lipscomb, Kleber V., clerk Continental	
Gin Co.	251 Simpson St.
Love, Mrs. Frank (nee Morgan) (dec'd)..	
Boyer, Mrs. Millard (nee Louckx).....	118 Trinidad St.
Marcus, Mrs. Herbert (nee Lichenstein)...	786 S. Ervay St.
Mayer, Birdie Deborah.....	657 N. Washington Ave.
Meyer, Chas. A.....	4627 Frankl'n Ave., Los An-
	geles, Cal.
Munger, Stephen I., Jr.....	South America.
Niblo, Mary Ethel, music teacher.....	153 12th St., Station A.
Tugwell, Mrs. Albert S. (nee Ray).....	Amarillo, Texas.
Germany, Mrs. B. F. (nee Roberts).....	220 Caddo St.
Rotton, Viola, telephone operator.....	624 Juliette St.
Savage, Loy Jasmine, teacher city public	
schools	148 Lincoln St.
Sergeant, George W. (L.L.B. Univ. of	
Texas '04) attorney.....	147 Hibernia St.
Bryan, Mrs. R. S. Keaton (nee Whitworth)	653 Thomas Ave.

CLASS OF 1902.

Robertson, Mrs. J. H. (nee Barker).....	135 Cabell St.
Brown, Rosalie, teacher.....	49 8th St., Station A.
Davis, Charles, reclamation service, U. S....	Galveston, Texas.
Dalchau, Mrs. E. J. (nee Kleindenst)....	117 Lenway Ave.
Elmore, Clarence (Univ. of Texas) with	
Southwestern Life Ins. Co.....	200 Thomas Ave.

Fletcher, Mae	1335 Douglas Ave., Denver, Colorado.
Flynn, Dr. James (Univ. of Texas Medi- cal Department) physician	Hico, Texas.
Gillespie, Jack, clerk City Nat. Bank.....	143 Reiger Ave.
Goldstein, Grace	107 St. Louis St.
Holden, Tom, (teacher at Univ. of Tex.).....	Austin, Texas.
Jetton, L. M., druggist.....	304 Grand Ave.
Kleindenst, Flossie, stenographer Og- burn, Dalchau Lumber Co.....	117 Lenway Ave.
Knight, Gibbs, clerk G. B. Knight & Co.....	317 Cole Ave.
Wassell, Mrs. G. K. (nee Leachman).....	194 Beaumont St.
Long, Frank, clerk S. W. T. & T. Co.....	Galveston, Texas.
Long, Ed., with Parker Cigar Co.....	528 Fairmount Ave.
McEntire, George, ranchman.....	Sterling City, Texas.
Wright, Mrs. James R. (nee McQueen).....	156 Gunter Ave.
Miller, Lena, stenographer Jesse French Piano and Organ Company	701 Main St.
Monroe, Mary	974 Bryan St.
Murrah, Mrs. W. W. (nee Wolf).....	228 Crockett St.
Nash, Dr. Albert (Vanderbilt Univ.) physician	345 Routh St.
Nelms, Mrs. R. C. (nee Fisher).....	729 Bryan St.
Fisher, Mrs. Homer (nee Nix).....	579 Masten St.
Niblo, Stella, money order clerk, P. O.....	153 12th St., Station A.
Olsen, Alma	1037 Main St.
Palmer, Mrs. C. (nee Cheaney)	413 Routh St.
Parry, Lillian, teacher city pub. sch.....	193 2nd Ave.
Pressly, Mrs. W. L. (nee Ray).....	Morrillton, Ark.
Bowers, Mrs. Geo. (nee Schnelle).....	Fort Worth, Texas.
Stacey, Mrs. P. P. (nee Truitt).....	
Wathen, Mary, teacher city pub. sch.....	501 Junius St.

CLASS OF 1903.

Adoue, J. B. (L.L.B. Univ. of Texas '06) with National Bank of Commerce.....	321 McKinney Ave.
Badger, Susie, teacher city pub. sch.....	183 Pennsylvania Ave
Bookhout, Florence	287 Masten St.
Burgher, B. Y., student Mass. Inst. of Tech.	Boston, Mass.
Campbell, Mary	Waxahachie, Texas.
Cockrell, Mary	471 Gaston Ave.
Fife, Maggie May, teacher city pub. sch.....	264 Simpson St.
Forgotson, Mildred	500 S. Akard St.
Gannon, E. J., Jr., with American Ex- change National Bank.....	521 Ross Ave.
Henderson, Lucien (University of Texas) civil engineer	Austin, Texas.
Huvelle, Rene H., med. student Man- hattan Hospital	New York City.
Knott, Lela	681 Gaston Ave.
Leftwich, Wm. H., with Commercial Bank & Trust Co.....	331 S. Akard St.
Goodman, Mrs. L. J. (nee Leiper).....	Jackson, Miss.
Lewis, Rosa, teacher city public schools.....	455 Park Ave.
Liebman, Walter S., salesman Texas Paper Co.	486 S. Ervay St.

Luther, Minnie, stenographer J. W.	
Crowdus Drug Co.	251 Caruth St.
Lynn, Moore, bookkeeper Union Bank & Trust Co.	208 Caddo St.
Maxwell, Stewart, private secretary to Vice-Pres. Cotton Belt Ry. Co.....	Tyler, Texas.
McCorkle, Annie Laurie, student Frank Damrosch Music School	New York City, N. Y.
McWhirk, Ada, teacher city public sch.....	939 Bryan St.
McEvoy, Webster, civil engineer, R. R.....	Palestine, Texas.
Meyer, Victor, chief clerk, Wells Fargo & Co.	700 Cedar Springs.
Milam, Lynn (LL.B. Univ. of Texas '06) attorney	Wilson Building.
Milligan, Edith, with Mutual Life Ins. Co..	Kansas City.
Morgan, Consuelo, stencgrapher	251 Caruth St.
Moseley, Nann'ie, teacher city public sch.....	Bryan and Fitzhugh Sts.
Phillips, Florence	444 Fairmount Ave.
Burke, Mrs. Adolphus (nee Prator)	134 9th St., Station A.
Smith, Mamie	433 N. Harwood St.
Sockwell, Kate	Amarillo, Texas.
Brown, Mrs. Dr. Clarence L. (nee Sunderland)	Garland, Texas.
Frye, Mrs. Powell (nee Walker).....	202 4th Avenue.
Watkin, Robert (LL.B. University of Texas '06) with Watkin Music Co.....	457 Ross Ave.
King, Mrs. Albert (nee Wright).....	Little Rock, Ark.

CLASS OF 1904.

Adoue, Geils (B. A. Univ. of Texas 1908).....	321 McKinney Ave.
Applebom, Sadie, stenographer	188 St. Louis St.
Arnold, Tempe, music teacher	224 10th St., Station A.
Leonard, Mrs. Ernest (nee Bell).....	218 Forest Ave.
Chappel, Mrs. J. I. (nee Bigger).....	St. Louis, Mo.
Bowless, Minnie	463 Swiss Ave.
Humphreys, Mrs. Chas. (nee Boone).....	446 Worth St.
Smith, Mrs. Tim Allen (nee Bradford)....	Dallas, Texas.
McEvoy, Mrs. Webster (nee Chase).....	Palestine, Texas.
Chase, Frank, Mgr. Chase Furniture Co.....	Grand Prairie, Texas.
Kennemer, Mrs. C. E. (nee Coyle).....	277 Cedar Springs.
Craig, Mrs. W. A. (nee Owen).....	130 3rd Avenue.
Dealey, Annie	157 Maple Ave.
Dealey, Fannie, student Univ of Texas.....	157 Maple Ave.
Daugherty, Mrs. L. E. (nee Denni).....	422 Bell St.
Godbold, Matt'ie	Houston, Texas.
Mittenthal, Mrs. Abe (nee Goldstein).....	149 Pocahontas.
Hicks, Lannes, teacher city public sch.....	156 Richardson Ave.
Huffhines, Lily, teacher city public sch.....	777 McKinney Ave.
Jones, Laura, cashier Dorsey Printing Co.....	623 McKinney Ave
Kemp, Eva, teacher Dallas Academy.....	378 S. Akard St.
Luesley, Elda	101 Park Row.
Lungstras, Edith, stenog. Ginn & Co.....	257 Bellevue St.
Lynn, May, teacher.....	206 Caddo St.
Mitchel, Addie, kindergarten teacher.....	343 Junius St.
Myers, Jay, student Harvard	Iowa.
Nash, Ste'la, music teacher	345 Routh St.
Posenthal, Mrs. Abe (nee Orlowitz).....	

Bonner, Mrs. Shearon (nee Parks).....	755 Bryan St.
Peacock, Virline, teacher.....	321 Corinth St.
McNew, Mrs. Eli (nee Robinson).....	301 Bryan St.
Stokey, Roland, student Cumberland U'v.....	104 Word St.
Thorndike, Edith, teachr city pub. sch.....	114 Thomas Ave.
Wathen, James, S. W. T. & T. Co.....	501 Junius St.
Weaver, Emma	123 Maple Ave.
Whyte, Anna, saleslady Jos. Linz & Bros.	159 Williams St.
Williams, Gussie, teacher c'ty schools.....	Thomas Ave.
Wolf, Josephine, stenog. Hobson Elec. Co.....	228 Crockett St.
Wolf, Mary stenog D. C. Earnest.....	228 Crockett St.
Wynn, Evelyn, teacher city schools.....	128 Greenwood.

CLASS OF 1905.

Allen, Asa, E. E. Univ. of Texas '09.....	Austin, Texas.
Arnold, Mary, teacher city pub. sch.....	224 10th St., Station A.
Knott, Mrs. F. J. (nee Bowen).....	298 Wood St.
Buddy, Robert, B. A. '09 Univ. of Texas.....	Austin, Texas.
Curtis, Ruth, teacher city public sch.....	149 Holmes St.
Douglas, Lenice, clerk P. O.	142 2nd Avenue.
Downs, J. T., med. stud't. Univ. of Texas.....	Galveston, Texas.
Dye, Alex, with S. W. T. & T. Co.....	72 Lancaster Ave., Station A.
Eisenlohr, Etta, teacher city pub. sch.....	20 8th St., Station A.
Flateau, Winnie	349 Howell St.
Clark, Mrs. A. (nee Freeman)	312 Holmes St.
Gavin, Margaret, teacher city pub. sch.....	126 Park Row.
Geen, Emily	167 Holmes St.
Graham, Lizz'e	291 Bryan St.
Grambling, Allen, with Santa Fe R. R.....	431 McKinney Ave.
Griffiths, May	277 Bryan St.
Gunner, Matt, Univ. of Texas C. E. '09.....	438 Fitzhugh.
Hart, Edgar, teacher	152 Columbia Ave.
Harwood, Alex., A. B., Texas Christian University	751 Live Oak St.
Hatzenbuehler, Ed., clerk T. & P. Ry.....	143 Liberty St.
Hirsch, Ernestine	476 S. Akard St.
Folsom, Mrs. Dr. I. V. (nee Hodge).....	816 McKinney Ave.
Irwin, Margaret, student Sullen's Inst.....	601 Cole Ave.
Jackson, Callis, Criswell-McDaniel Or- chestra	McKinney Ave. & Newman.
Julian, Mildred, kindergarten teacher.....	Houston, Texas.
Kel'y, Ed., with Gulick & Seay	52 Thomas Ave.
Kirkland, Agnes (B. A. Univ. of Texas '08) teacher	Cleburne, Texas.
Landrine, Florence, teacher city public schools	283 Pennsylvania Ave.
Lane, Alice	135 Maple Ave.
Leachman, Tom, Live Oak Printing Co.....	312 Jackson St.
Leachman, Len, Live Oak Printing Co.....	312 Jackson St.
Lipscomb, Dan, Univ. of Texas, C. E. '09.....	251 Simpson St.
Littleford, Maude, teacher	115 Bellevue St.
Loeb, Rosebud	New York City.
Luther, Blanche, stenographer	269 Live Oak St.
Mahana, Grace	338 Gaston Ave.
McCorkle, Henry, student Carnegie School of Tech.	Pittsburg, Pa.

McGaffey, May	Houston, Texas.
McHenry, Bernice, teacher city pub. sch.....	234 N. Harwood St.
Moore, Carrie Lou (B. A. Univ. of Texas '09) teacher in city schools.....	392 Live Oak St.
Myers, Florence, teacher Maple Lawn school	270 Cole Ave.
Smith, Mrs. (nee Nelms).....	Swiss and Annex.
Dickson, Mrs. John (nee North)	183 Third Ave.
O'Connor, Robert (LL.B. Univ. of Tex.) attorney	Dallas, Texas.
Posten, Beulah, teacher	182 Jefferson St., Station A.
Riggs, Charlotte, teacher city pub. sch.....	506 N. Carroll Ave.
Robinson, Bessie	36 Pecan St., Station A.
Rowe, Clara, (B. A. Univ. of Texas '09).. teacher in city schools.....	906 Bryan St.
Shannon, Anita, teacher city pub. sch.....	147 9th St., Station A.
Skil'ern, Edna	147 9th St., Station A.
Smith, Ina	433 N. Harwood St.
Spears, Marie, Kindergarten teacher.....	65 Grand Ave., Station A.
Jones, Mrs. James (nee Thaison).....	937 San Jacinto St.
Thomas, Helen, Smith College	Gaston Ave.
Dawson, Mrs. J. M. (nee Turner).....	Hillsboro, Texas.
Walsh, Will (deceased)	
Webster, Victoria, teacher	601 Live Oak St.
Williams, Lela	202 3rd Ave.
Cohn, Mrs. J. (nee Winkler)	Houston, Texas.

CLASS OF 1906.

Adleta, Idell, kindergarten teacher.....	Haskell & Bryan.
Anderson, C. B., Jr., (Purdue Univ.).....	Lafayette, Ind.
Smith, Mrs. Ripley (nee Athy)	State St.
Bachrach, Selma Louise	205 Sanger Ave.
Barnett, Albert S., with Campbell & Cleaver Cotton Co.	131 Polk St.
Beilharz, Erna M., teacher city pub. sch.....	861 Bryan St.
Bragg, Estelle Frances.....	67 13th St., Station A.
Moran, Mrs. W. J. (nee Burke)	Fort Worth, Texas.
Cade, Pearl	110 Crockett St.
Cate, John T.	Seattle, Wash.
Cohron, E. Cecil, cement contractor.....	Seattle, Wash.
Cole, Clara Lucretia, teacher.....	244 Gaston Ave.
Crow, Lucile	143 9th St., Station A.
Dorman, J. Harold, Med. student Univ. of Texas	Galveston, Texas.
Dunbar, Julia	Houston, Texas.
Dunkl'n, Gilbert T., (Purdue Univ.).....	Lafayette, Ind.
Estes, Annie W.	349 Masten St.
Fouraker, Winnifred, teacher	Van Buren St., Station A.
Garretson, Mary Ellen	533 San Jacinto St.
Gillett, Victor M., with Campbell & Cleaver Cotton Co.	64 9th St., Station A.
Goode, Marjorie Buckern	278 Simpson St.
Gunner, Elsie	438 Fitzhugh St.
Hanna, Eva Louise, teacher	Throckmorton, Texas.
Harkins, Pearl Jessie, stenographer	106 Pop'lar St.
Henderson, W. D. R., with S. W. T. & T. Co.	255 N. Pearl St.

Henry, Earle Grady, teacher city public schools	141 N. Hill Ave.
Higgins, Richard, with the Lincoln Paint Co.	143 Hickory St.
Holloway, Ruth	147 Ewing Ave., Station A.
Holland, Lorena Grace	552 Worth St.
Hord, Alan T., student Univ. of Texas.....	Hayne Ave.
Hurst, Ervin M., with Butler Bros.	471 S. Akard St.
Huvelle, Leon C., student Univ. of Texas.....	577 S. Ervay St.
Janelli, Dena Caroline, clerk Sears, Roebuck & Co.	179 Pennsylvania Ave.
Jones Helen Le Grande	Seattle, Wash.
Julian, Margaret Eliztbeth, student Univ. of Texas	141 Thomas Ave.
Keene, Jessie Genevieve	416 McKinney Ave.
Kirkland, Mary Elizabeth, teacher.....	139 Seegar St.
Loughlin, Margaret, stenographer	237 Canton St.
Lynn, Claude Thomas, stenog. for Robt. Ralston Co.	208 Cadiz St.
McConnell, Leroy W., school of mines, Columbia Univ.	New York City.
Meriweather, Sarah Ennis, B. A., Univ. of Texas, teacher in city schools.....	418 Ross Ave.
Meyer, Birdie, with Linz Bros.....	147 Williams St.
Black, Mrs. T. P. (nee Nelms)	Rogers, Ark.
Ordway, Leslie, Landon Conservatory.....	295 Colonial Ave.
Pandres, J. Milton, collr. City Nat. Bk.....	166 St. Louis St.
Sadler, Mrs. Thos. J. (nee Robinson).....	Routh & Welborn.
Russ, Martha Seymour	241 St. Joseph St.
Searcy, Hallette Havis.....	Ervay St.
Shelmire, May S.	199 Thomas Ave.
Skillern, Lida	147 9th St., Station A.
Smith, Stella	79 Page Ave.
Smith, Mamie Boswell	560 S. Ervay St.
Stevenson, Louis A., student Purdue Univ.	Lafayette, Ind.
Swain, Sidney B., stdent Purdue Univ.	Lafayette, Ind.
Swindells, Minnie Hart, teacher city public schools	191 Howell St.
Watson, George, Institute of Technology.....	Boston, Mass.
White, Ruby Elliott, student Univ. of Texas	McKinney and Lee.

CLASS OF 1907.

Anderson, Fay	133 12th St., Station A.
Arnold, Vida	224 Tenth.
Austin, Stella, teacher city public sch.....	123 Culberson St.
Rollins, Mrs. P. F. (nee Baker)	300 Ninth St.
Bassett, Hayes	480 Live Oak St.
Barrier, Florence	200 Bowen St.
Bassett, Hugh	Maple and Oak Lawn
Boone, Mamie, teacher Arlington sch.....	Arlington, Texas.
Carter Robert	196 Ross Ave.
Castle, Bessie	537 Junius St.
Clark, Cornelia	397 5th Ave.
Cornett, Edith, teacher city public sch.....	135 Coombs St.
Croft, Tessie	294 Preston St.

Cullom, Ada, teacher city public schools.....	148	Dickason St.
Bransford, Mrs. (nee Dawson)	270	Pearl St.
DeWitt, Irelene, student Wells College.....	109	Holmes St.
Doran, Robert	316	Gaston Ave.
Douglas, Lillie, stenographer	142	2nd Ave.
English, Shirley, student Univ. of Texas.....	122	Park Row.
Branburg, Mrs. H. (nee Fechenbach).....	115	Hughes Circle.
Field, Florence	74	Lancaster Ave., Station A.
Figh, Jean, student Univ. of Texas.....	122	Thomas Ave.
Glidden, Mamie	253	Columbia Ave.
Harris, Myrtle	57	10th St., Station A.
Harmon, Frank	173	N. Pearl St.
Hatzenbuehler, Selma	143	Liberty St.
Hearn, George	212	Cantegral St.
Levi, Mrs. nee Hirsch)	476	S. Akard St.
Humphrey, Clyde, Dallas Public Library.....	135	McKell St.
Jalonick, Frances, student Univ. of Tex.)		Austin, Texas.
Jameson, Bessie	536	Swiss Ave.
Kitts, Irene, teacher	431	Cedar Springs.
Long, Hazel	1020	Ross Ave.
Loughlin, Jennie	404	S. Harwood St.
Lungstras, Lucy	103	Wall St.
Malone, Madge	169	Jefferson St., Station A.
Nelson, Mrs. F. J. (nee Mansfield)		Elmira, N. Y.
Marshall, Frances	145	McKee St.
Mayer, Ray	418	S. Akard St.
McEvoy, Gladys, teacher in city schools.....	658	Live Oak St.
Minor, Hazel, stenographer		Hood and Routh Sts.
Moody, Mina, teacher	307	Bryan St.
Moore, Hubert		Station A., Dallas, Texas.
Munger, Thomas	177	Simpson St.
Mohrhardt, Lewis, student Univ. of Tex.....		Station A., Dallas, Texas.
Morr's, Robert		Station A., Dallas, Texas.
Nash, Lorena, student, kindergarten training school	345	Routh St.
Oram, John	199	Cottage Lane.
Quick, Marguerite	122	St. Joseph St.
Ritchie, Allan, student Univ. of Texas.....	595	S. Ervav St.
Schultz, Rhea	144	Marion St.
Slaton, Ruby, stenographer	485	Peak St.
Tobolowsky, Etta	154	Caroline St.
Vanderwolk, Maie	390	Griffin St.
Weatherford, Ethel, teacher	161	McKinnon St.
White, Mabel	194	Caddo St.
Whyte, Jessie	159	Williams St.
Winterman, Sophia	281	S. Akard St.

CLASS OF 1908.

Alexander, Laura, teacher in city sch.....	741	Flora St.
Allen, Ina Belle	208	Marsalis Ave., Station A.
Ames, Jessie	455	Lucile St.
Ayres, Matt'e	789	San Jacinto St.
Babcock, Florence	435	Fairmount St.
Bauer, Annie Mae	516	S. Harwood St.
Beilharz, Edith, music teacher	861	Bryan St.
Bogan, Ethel	137	Grand Ave.
Boyd, Mary	668	Peabody Ave.
Britton, Grace	651	Ross Ave.
Brooks, Mae Ballard	67	Ewing Ave., Station A.

Chatfield, Lyman	40	12th St., Station A.
Chenoweth, Vera	351	Junius St.
Coats, Lenore	124	Leonard St.
Cooke, Marguerite	119	State St.
Cullum, Jake, student Univ. of Texas.....	277	Oak Lawn Ave.
Cullum, Landon, student Univ. of Texas.....	277	Oak Lawn Ave.
Doolittle, Edith	215	McKinney Ave.
Doran, Emma	311	Gaston Ave.
Doran, Dorothy	316	Gaston Ave.
Dowell, Georgia	129	Reiger Ave.
Daniels, Frank	359	Fairmount Ave.
Deichman, Klide	212	S. Akard St.
Estes, Marie	335	Thomas Ave.
Edwards, Pat	187	McKinney Ave.
Earnest, Joe	407	Gaston Ave.
Evans, Clarence	128	Maple Ave.
Gilbert, Annie Kate	587	Swiss Ave.
Gill, Winifred, Dallas Public Library.....	63	Ewing Ave., Station A.
Gwyne, Lide	238	10th St., Station A.
Graves, Cullen	200	Simpson St.
Haggard, Madeline	189	Reiger Ave.
Harrison, Grace	340	9th St., Station A.
Harry, Eleanor	367	McKinney Ave.
Hatzenbuehler, Emma	143	Liberty St.
Higdon, Marjorie, teacher in city sch.....	125	Cadiz St.
Hinckley, Annie Mae	328	Peabody Ave.
Houston, Oda Mae	235	Crutcher St.
Holloway, Kieth	199	10th St., Station A.
Jameson, Robert	536	Swiss Ave.
Johnston, Joe	447	Pearl St.
Knight, Tom, student Univ. of Texas.....	206	Maple Ave.
Leftwich, Elizabeth, student Univ. of Tex.....	331	S. Akard St.
Louckx, Marie	446	Fairmount Ave.
Lawther, Harry, student Univ. of Texas.....	247	Hickory St.
Lawther, Ross, student Univ. of Texas.....	247	Hickory St.
McCullough, Euphemia	315	S. Boulevard.
McNeill, Leslie	280	Junius.
Miller, Adele	219	Canton St.
Morris, James	171	Marsalis Ave., Station A.
Pollack, Caroline	811	S. Ervay St.
Palmer, Grady	287	Thomas Ave.
Prather, Ruth	225	Grand Ave., Station A.
Rutledge, Jack	500	Fitzhugh Ave.
Rawlins, Lavinia, student Univ. of Texas.....	193	1st Ave.
Roden, Grace	722	Live Oak.
Rosenberg, Mrs. L. (nee Rosenfield).....	777	S. Ervay St.
Sockwell, Grace		Amarillo, Texas.
Scott, Zelma, teacher in city schools	115	Sycamore.
Spake, Allene	132	State St.
Swindells, Marguerite, teacher in city schools	191	Howell St.
Sinex, Charles	116	Vera St.
Smalley, George	215	Cottage Lane.
Stemmons, Lewis		Ballard & Madison, St. A.
Tanner, Hulda	130	Texas St.
Vaughn, Lester	71	Jefferson St., Station A.
Williams, Annie	223	Lancaster Ave., Station A.

CLASS OF 1909.

Bell, Willie	Eagle Ford, Texas.
Boedeker, Frankie	28 Eighth.
Bowen, Lucile, teacher	657 Harwood St.
Ballard, Roy, Washington Univ.....	311 Tenth St.
Clark, Virginia	356 Ross Ave.
Clark, Annie Lee, teacher city sch.....	15 Colorado.
Coe, Aleen	614 Cedar Springs.
Coleman, L. W.	195 Reiger Ave.
Davis, John	1089 Elm St.
Duncan, Barbara	39 Eleventh.
Duncan, James	R. F. D. No. 7, Box 15.
Dye, Marion	72 Lancaster Ave.
Eldridge, Birdie	217 Canton St.
Fife, Francis	136 Pocahontas St.
Footte, Rachel, Univ. of Chicago	280 Exposition Ave.
Ford, Mary Lizzie	215 Worth St.
French, Zeb., University of Texas.....	177 Cole Ave.
George, Jennie	139 Ninth St.
Harwood, Ruth, University of Texas.....	751 Live Oak St.
Harpold, Emele	222 Marsalis Ave.
Littlepage, Mrs. T. H. (nee Hendra).....	742 McKinney Ave.
Hesselson, Jennie, teacher city schools.....	123 Marion St.
Hill, Russell, Univ. of Texas.....	751 McKinney Ave.
Honig, Verlie Agnes, stenographer.....	207 Ferris.
Holder, Edna, teacher city schools.....	465 Thomas Ave.
Johnson, Grace	399 Jefferson St.
Jacoby, Foster, Univ. of Texas	758 Ross Ave.
Lipscomb, Virginia, Univ. of Texas.....	251 Simpson.
Lively, Daisy	Knight & Rawlins.
Long, Lawson, Univ. of Texas.....	1020 Ross Ave.
Loyd, Clifford, Inst. of Tech.....	252 Park Ave.
Lynch, Josie	345 Victor St.
McConnell, Julia	268 S. Harwood St.
McJunkin, Rebecca	772 Live Oak St.
McConnell, Wm.	277 Caruth St.
Malone, Ralph	169 Jefferson St.
Mason, McXie May	101 Ninth St.
Masten, Bessie	Moline, Ill.
Mills, Lou Ellen	Stop 27.
Phipps, Allene	351 N. Pearl.
Saunders, Ethel	191 Beaumont St.
Smalley, Sam	215 Cottage Lane.
Smith, Russell	1065 Ross Ave.
Starks, Brenda	404 Second Ave.
Swann, Lillie	151 Hill St.
Summerfield, Ed., Univ. of Texas.....	99 Ewing Ave.
Robinson, Bruce	286 Harwood St.
Taylor, Eugene	248 Annex Ave.
Teal, Julian	148 Eighth St.
Toney, Evelyn	199 Hickory St.
Turner, Beatrice	122 Tenth St.
Vickery, Mary	736 N. Haskell Ave.
Wallace, Jewel	564 Harwood St.
Ward, Ouida, teacher	155 Marsalis Ave.
Wozencraft, Frank, Univ. of Texas.....	946 Bryan St.
Wyatt, Louise	1155 Ross Ave.
Davis, Mrs. W. G. (nee Williams)	302 Cole Ave.

CLASS OF 1910.

Anderson, Florence	673	San Jacinto St.
Babcock, John	425	Fairmount Ave.
Baker, Netta	300	Ninth St.
Barnett, Bessie	131	E. Canton St.
Bassett, Alan	505	Live Oak St.
Bedlow, Elinor, Smith's College	304	Forest Ave.
Beeman, Norvel	51	Patton Ave.
Brannin, Louis	693	Junius St.
Brickey, Inez	144	Lancaster Ave.
Burgess, Addie Lee	420	Junius St.
Cameron, Bettie	761	Gaston Ave.
Cameron, Grace	761	Gaston Ave.
Capers, Goldie	188	Junius St.
Cohn, Isidore	378	N. Pearl St.
Cowan, Alice, teacher	197	Second Ave.
Crites, James Ed.	157	Marsalis Ave.
Crocker, Margaret	107	State St.
Crutcher, Rebecca	669	Swiss Ave.
Cullom, Leola, teacher	449	East Side.
Cullum, Lucile	449	East Side.
Cullom, Rhoda	449	East Side.
Cunningham, Robt (with Armstrong Packing Co.).....	220	Park Ave.
Deputy, Ona	637	Washington Ave.
Douglass, Florence, Univ. of Texas.....	142	Second St.
Fritz, Harry	117	Woodside Ave.
Gibbons, Ellen	443	Swiss Ave.
Goodman, Ruth	115	Wall St.
Goodstein, Sadie	250	N. Pearl St.
Harry, Lucile	367	McKinney Ave.
Hartman, Add'e V.	247	Blackburn.
Hervey, Pearl	604	Gaston Ave.
Howard, Margaret, Wells College.....	842	S. Ervay St.
Hunt, Margery	192	First St.
Johnson, Irene	108	Hibernia St.
Johnson, Irena	16	Coran St.
Kenyon, Clarence	160	N. Haskell Ave.
Knight, Mary Watts, Univ. of Texas.....	206	Maple Ave.
Knight, Hughes, Southwestern Univ.....	785	Cedar Springs.
Lapsley, Sallie	223	Eighth St.
Leachman, Valine	194	Beaumont St.
Leftwich, S. M.	331	S. Akard St.
Mallinson, Clarence	523	S. Akard St.
Marder, Ethel	391	Grand Ave.
Martin, Chas.		Haines St.
Mason, Grace	101	Ninth St.
Masters, Hilda	193	Ewing Ave.
McCore, Frank	209	Leonard St.
McCombes, Olive	148	Florence St.
McEvoy, Zoe	658	Live Oak St.
McConnell, Paul	277	Caruth St.
McLaurine, John	209	Ervay St.
Mil'ler, Ruth	676	N. Haskell Ave.
O'Connell, Nellie	498	Harwood St.
Oram, Louise	119	Cottage Lane.
Peterman, Bertha	588	San Jacinto St.
Pollack, Lawrence	811	S. Ervay St.

Powell, Pearl	498 N. Peak St.
Buehrer, Theo.	520 Washington Ave.
Hendra, Carl	738 McKinney Ave.
Ragland, Portia	355 Live Oak St.
Roberts, Robena	271 Germania St.
Robertson, Edna	493 Ross Ave.
Robinson, Ethel	136 N. Beckley Ave.
Rogan, Gussie	151 Crutchfield St.
Schoolfield, Lela	Garret & Parry.
Smith, Gordon	614 Hall St.
Tennant, Roger	331 Holmes St.
Terry, Robt.	148 State St.
Thornton, Jennie	144 Howell St.
Tobias, Mamie	230 Canton St.
Tuttle, Robt. Univ. of the South.....	Oak Lawn.
Summerfield, Avery	99 Ewing Ave.
Vaughan, Mary, teacher	101 Crockett St.
Williams, Stella	187 Canton St.
Wynn, Anna	128 Greenwood St.
Zethraens, Norma	154 Beckley Ave.
Zethraens, Rose	154 Beckley Ave.

ALUMNI DALLAS COLORED HIGH SCHOOL

The Alumni Association was organized in August, 1900. Its present officers are:

A. S. Wells, '95.....	President
Miss E. M. Rice, '03.....	First Vice-President
Dr. J. T. Welch, '03.....	Second Vice-President
Robt. A. Franklin, '01.....	Third Vice-President
A. G. Weems, '99.....	Treasurer
J. H. Polk, 1900, 367 Flora St., Dallas, Texas.....	Secretary

Changes of address should be reported to the secretary and to the principal of the High School.

CLASS OF 1892.

Carter, Martha J. (nee Smith) teacher.....	310 San Jacinto St.
Lindley, E. O. (nee Hall) teacher.....	538 Munger Ave.
Reed, John W., physician	Colorado Springs, Col.

CLASS OF 1894.

Waters, Henry	New York City, N. Y.
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CLASS OF 1895.

Burnett, Mary E. (nee Combs) clerk.....	697 Main St.
Wallic, Ora (nee Routh) teacher.....	273 Good St.
Wells, Ammon S., lawyer	410 Jackson St.

CLASS OF 1896.

Griggs, Mary E. (deceased).....	
Hartley, Ellen C., teacher city schools.....	625 S. Central Ave.
Hill, Laura (nee Battish) teacher	Payson, Okla.
Hudson, Mamie, teacher	116 Watkin Ave.

CLASS OF 1897

Bonner, Lena (nee Vaultz) teacher.....	Muskogee, Okla.
Derritt, Charles,	St. Louis.
Morgan, Dr. Chas. L.	McKinney, Texas.
White, Sina C. (nee Ray) teacher.....	491 Flora St.
Waters, Mary E., teacher	142 Merlin St.

CLASS OF 1899.

Dodd, Dr. John H., Jr., (Med. Dept. Howard Univ '08) physician	287 Williams St.
Johnson, Frank M., teacher	Denison, Texas.
Mayes, Jefferson, A., clerk.....	409 San Jacinto St.
Weems, Andrew G., teacher city pub. sch....	Cor. Allen & Cochran Sts.

CLASS OF 1900.

Polk, John H., teacher city pub. sch.....367 Flora St.
 Tyler, Maggie W., teacher city pub. sch...146 Fuqua St.

CLASS OF 1901.

Franklin, Robert A., employe U. S. P. O...315 Flora St.
 Gooden, Dr. David W., phisician,
 (Meharry College '08)
 Jackson, Dr. A. Weldon, phys'cian.....Honduras, Central America.
 Mansfield, Mattie S., teacher.....Cochran and Allen Sts.
 Pittman, Pauline H., teacher122 Fuqua St.

CLASS OF 1902.

Anderson, Lela M., teacherMuskogee, Okla.
 Turner, Annie M., (nee Cates) teacher...138 Allen St.
 Dillingham, Charlotte M. (nee Walker)
 (deceased)
 Warrick, Lela C., (nee Ewing)Philadelphia, Pa.
 Hall, Mary, teacher538 Munger Ave.
 Curry, Blanche M. (nee Howard)
 (modiste)Washington, D. C.
 Huffman, Oscar C., elevator employee155 Fuqua St.
 Bryant, L. (nee Huffman) teacher.....155 Fuqua St.
 Williams, Lula M. (nee Porter).....Denver, Colo.
 Posey, Zenobia, teacher.....Holly Springs, Miss.
 Rainwater, Rosa E. (nee Pate) teacher...Dallas, Texas.
 Hurdle, Lillian A., (nee Routh) teacher...Rockwall, Texas.
 Shaw, Lill'e A., teacher470 Munger Ave.
 Tyler, Priscilla L., teacher city pub. sch...146 Fuqua St.

CLASS OF 1903.

Eze'l, Edna, teacher city public schools...139 Convent St.
 Nutter, Lula (nee Perkins) teacher.....Dallas, Texas.
 Pittman, Ruth, teacher.....122 Fuqua St.
 Rice, Ella M., teacher city pub. sch.....372 Hall St.
 Smith, Addison D.....319 San Jacinto St.
 Snell, Gertrude, studt' Provident Hosp'l...Chicago, Ill.
 Weems, Eva M., teach city pub. sch.....463 Flora St.
 Welch, John T., M. D., physician595 Elm St.

CLASS OF 1904.

Hardin, Lillie B. (nee Andrews) teacher...321 Munger Ave.
 Fuller, Jeannetta (nee Fuqua)(Deceased)
 Rollins, Irma T. (nee Hill)364 Flora St.
 Patton, Hatton, Hattie Mae (nee Ingra-
 ham) teacher of musicChicago, Ill.
 Jones, Bertha (nee Morgan)642 Cochran St.
 Landras, Lillie Mayes (nee Mayes).....Gulfport, Miss.
 Walker, Johnetta, teacher330 Greenwood St.
 Williams, Nettie, TeacherDallas, Texas.

CLASS OF 1905.

Andrews, David Dalton, clerk Maxwell Automobile Co.	Chicago, Ill.
Sparks, Willie A. (nee Beal) student Prairie View	
Boswell, Tina C., teacher city pub. sch....	Tenth and Cliff Sts., Sta. A.
Cook, Ollie Juanita, maid	175 Bourbon St.
Dorsey, Bessie (nee Wilburn) teacher.....	Nussbaumer St.
Edwards, Hallie Q., porter Dallas Club....	401 San Jacinto St.
Eubanks, Ida Mae, dressmaker.....	1057 S. Central Ave.
Everett, Edith Ruth, teacher city sch.....	132 Taylor St.
Furye, Ethel Estella (nee Everett) milliner	132 Taylor St.
Hicks, Callie A., teacher city schools.....	Howell Ave.
Howard, Eva Thelma, milliner	Houston, Texas.
McArthur, Josie A., teacher	Howell Ave.
McArthur, Isa, teacher	Howell Ave.
Mitchell, Beulah, teacher	Munger Ave.
Montgomery, Gussie Noble, (nee Ed- wards) musician	Cor Thompson & Cochran.
Robinson, Hannah (nee Strawther) dressmaker	733 Cochran St.
Lane, Mehala H., (nee Stephens) teacher	315 Juliette St.
Taylor, Corinthia Locke, teacher city public schools	268 Flora St.
We'ls, Willie Mae (nee Smith) (dec'd)....	

CLASS OF 1906.

Thomas, Minnie Mae (nee Bailey) teacher city schools	370 Cochran St.
Shirley, Sarah, type-setter (nee Cole).....	262 Juliette St.
Guest, Frank, student	Meharry College.
Jackson, Millie Almira, milliner.....	378 Hall St.
Randall, Genevæ Evalypn (nee Jackson)...	Dallas, Texas.
Randall, Virgie, teacher	538 Munger Ave.
Sloan, Hattie Mae (nee Sevier)	Keatsville, La.
Montgomery, Marium E., (nee Shirley) milliner	127 Watkin Ave.
Thornton, Addie Mae, teacher	Oklahoma.
Morgan, Carrie Mae (nee Townsell).....	235 Fairmount.
Miller, Willie Augusta (nee Woods) clk....	395 Preston St.

CLASS OF 1907.

Andrews, Willie (nee Crawford)	Chicago, Ill.
Bluitt, Ellen, teacher	(Deceased).
Evans, Ida, teacher	Ardmore, Okla.
Ewing, Ella Mae	117 Gibson St.
Fannin, Rosa	Dallas, Texas.
Fuqua, Lizzie Mae	160 Fuqua St.
Idelette, Margueritte, student Fisk Univ....	Nashville, Tenn.
Jorden, Birdie, teacher Domestic Science, Industrial College	Topeka, Kansas.
Jorden, Hattie, student Langston Univ.....	
Smith, (nee Marshall, Louise E.) dressmaker	Dallas, Texas.

Orman, Estella, teacher city schools	Cor Allen and State Sts.
Sims, J. H., student Medical Department,	
Howard University	Washington, D. C.
Sparks, Willie, nurse	126 Flora St.
Weens, Fannie, teacher city schools.....	321 Flora St.

CLASS OF 1908.

Best, Lucile Deborah, teacher.....	1010 10th St.
Hardin, Evelyn Kattie, teacher	155 Canton St.
Hicks, Aurela Pearl, teacher	177 Howell St.
Hodge, Mae Ella, clerk	608 Main St.
Randall, Hortense Pear, teacher	538 Munger Ave.
Robinson, Morelle Cecil, teacher city	
public schools	424 Flora St.
Sparks, Marie Lillie, teacher	110 Miller Ave.
Tipps, Thema Willie, teacher city public	
schools	126 Cliff St.

CLASS OF 1909.

Adams, Emma, student Prairie View	
Aimey, Luturner, student Prairie View....	
Burins, Amanda, teacher pub. sch.....	181 Aiken St.
Cook, Carrie	175 Bourbon St.
Goodson, Minnie, student Prairie View....	
Lacy, Arnetta L., teacher	(R. F. D.) Dallas.
Oman, Lillie, clerk	Cor. Allen & State Sts.
Rowen, Moz'la, student Wiley Univ.	Marshall, Texas.
Rainey, Minnie Lee, teacher	Cor. Juliette and McCoy.
Stewart, Vrgina, student Prairie View....	
Stokes, Ruth, student Oberlin College.....	Oberlin, O.
Shirley, Arthur, medical student	
Meharry College	Nashville, Tenn.
Slaughter, Georgia, student Prairie View..	
Shropshire, Lena, student Prairie View....	
Starks, Francis Clarence, college course,	
University of Denver	Denver, Colo.
Turner, Rosa, student.....	Prairie View, Texas.
Wade, Alberta	311 Central Ave.
Watson, Sadie, teacher	149 Villa St.
Wyman, Geo., medical student Shaw	
Univ.	Raleigh, N. C.
Young, Willie Amanda, clerk	Muskogee, Okla.

CLASS 1910.

Chase, Frederica L. J., college course,	
Howard University	Washington, D. C.
Cates, Leroy Lafayette, dentistry, How-	
ard Univ.....	Washington, D. C.
Brown, Samuel Rodgers, chauffeur.....	139 Good St.
Harllee, Chancey Depew M. college	
course	Washington, D. C.
Jones, Demorse Cleo	426 Flora St.
Lae, Herman Robt., manual training	
course, Tuskegee Institute	Tuskegee, Ala.

Lewis, Elmira M. L., teacher	272 Trinidad St.
Saunders, Everett C., college course,	
Howard University	Washington, D. C.
Sims, Virgie Mae, teacher	
Scales, Mamie Ola, teacher	Station A.
Slaughter, Duke Lawrence, college	
course, Atlanta Univ.	Atlanta, Ga.
Ventress, Francis Jno, clerk	Cor. San Jacinto & Central.
Ventress, Frank Milton, clerk	Cor. San Jacinto & Central.
White, Henry Clifton, medical student,	
Medical Dept. Howard Univ.	Washington, D. C.
Wiley, Ruby, modeste, Scientific Dept.,	
Oberlin College	Oberlin, O.

ASSIGNMENT OF TEACHERS FOR 1910-1911

WHITE TEACHERS.

MAIN HIGH SCHOOL.

Location: Bryan Street, between Pearl and Hawkins.

F. A. Hauslein.....	Principal
J. O. Mahoney.....	Head of the Department of Mathematics
Miss Ruth de Capree.....	Head of the Department of English
Miss Sophia Pappenhagen.....	Head of the Department of History
T. B. Kendrick.....	Head of the Department of Latin
J. F. Kelly.....	Head of the Department of Chemistry
H. C. Heath.....	Head of the Department of Biology
R. C. Pantermuehl.....	Head of the Department of Physics
L. Kyle Humphries.....	Head of the Department of Civics and Economics
C. S. T. Folsom.....	Head of the Department of Modern Languages
T. L. Eyerly.....	Head of the Department of Physiography
S. W. Alexander.....	Associate Teacher of Mathematics
Miss Catherine Williams.....	Assistant Teacher of Mathematics
G. C. Sloan.....	Assistant Teacher of Mathematics
Miss Emma Braswell.....	Assistant Teacher of Mathematics
Miss Edna Rowe.....	Associate Teacher of English
Miss Eloise Durham.....	Assistant Teacher of English
Yale O. Millington.....	Assistant Teacher of English
Miss Annie Kayser.....	Assistant Teacher of English
R. M. Caldwell.....	Associate Teacher of History
Miss Phoebe Hensley.....	Assistant Teacher of History
H. T. Matthews.....	Associate Teacher of Latin
Miss Ruby Terrill.....	Assistant Teacher of Latin
Miss Burney Flaniken.....	Assistant Teacher of Latin
Miss Margaret E. Marshall.....	Assistant Teacher of Biology
O. C. Charlton.....	Assistant Teacher of Biology
Miss Gertrude Lippelt.....	Associate Teacher of Modern Language
Miss Olatia Crane.....	Assistant Teacher of Modern Languages
O. A. Hanszen.....	Director of the Department of Manual Training
Miss Margaret Culbertson.....	Assoc. T'ch'r in charge of Draw. and Design
Sidney Hetherington.....	Assistant Teacher in Charge of Metal Work
Miss Cora Reynolds.....	Ass't T'ch'r in charge of First Yr. Woodwork
Miss Margaret Evans.....	Assistant Teacher in Charge of Domestic Arts
Miss Eula P. Turner.....	Assistant Teacher in Charge of Domestic Science
Miss Edna Beilharz.....	Office and General Assistant

Miss Lida Hooe.....	Supervisor of Writing and Drawing
Miss Agnes Nichols.....	Assistant Supervisor of Writing and Drawing
Miss Birdie Alexander.....	Supervisor of Music
Miss Sadie Williams.....	Assistant Supervisor of Music

ELEMENTARY SCHOOL AT HIGH SCHOOL BUILDING.

Miss Eva Green.....	Advanced High Seventh Grade
Miss Mary Margaret Lovell.....	Advanced High Seventh Grade
Miss Laura Davenport.....	Advanced High Seventh Grade
Miss Helen S. Thomas.....	Advanced High Seventh Grade
Miss Margaret S. Mosby.....	Advanced High Seventh Grade

The Advanced High Seventh classes will be taught on the departmental plan; that is, the teachers assigned will each give instruction in the subject she is best qualified to teach.

Miss Loy Savage.....	High Seventh Grade
Miss Pearl Tunnell.....	High Seventh Grade
Miss Flora Morgan.....	Low Seventh Grade
Miss Mary Neal Hull.....	Low Seventh Grade

The High Seventh and Low Seventh classes will be taught on the departmental plan; that is, the teachers assigned will each give instruction in the subject she is best qualified to teach.

STEPHEN F. AUSTIN SCHOOL.

Location: College and Gaston Avenues.

J. W. Kirk.....	Principal
Miss Louise Barlow.....	High Seventh
Miss Carrie Moseley.....	Low Seventh
Miss Ruby Stevenson.....	High Sixth
Miss Julia Hensley.....	Low Sixth
Miss Charra Barlow.....	High Fifth

The seventh, sixth and fifth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best prepared to teach.

Miss Evelyn Winn.....	Low Fifth
Miss Lettie Brown.....	High Fourth
Miss Mamie Tate.....	Low Fourth
Miss Cassie Brock.....	High Third
Miss Jeannette McDuffie.....	Low Third
Miss Minnie Lee Dunn.....	High Second
Miss Erna Kesselus.....	Low Second
Mrs. M. S. Sinex.....	Low Second
Miss Elizabeth Keiper.....	High First
Miss Lillie Humphries.....	Low First
Miss Dodie Hoce.....	Low First

CUMBERLAND HILL SCHOOL.

Location: Cochran and School Streets.

J. A. Brooks.....	Principal
Miss Stella Williams	High Sixth
Miss Josie Wilson	Low Sixth
Miss Anna May Kanouse.....	High Fifth
Miss Mary Johnson.....	Low Fifth
Miss Hallie Bell.....	High Fourth
Miss Stella Buckmaster.....	Low Fourth
Miss Eva G. Pinkston.....	High Third
Miss Regina D. Higdon.....	High Third
Miss Kate Bransford.....	Low Third
Miss Annie B. Emery.....	Low Third
Miss Harriet Louise Evans.....	High Second
Mrs. Eugenia Hamilton.....	Low Second
Miss Ruby Clark.....	Low Second
Miss Grace Clouse.....	High First
Miss Mary Carnes.....	Low First
Miss Mary K. Griffin.....	Low First

WILLIAM B. TRAVIS SCHOOL.

Location: McKinney Avenue and Sneed Street.

J. F. Peeler.....	Principal
Miss Belle Francis.....	High Seventh
Miss Retta West.....	Low Seventh
Miss Florry J. Hemphill.....	Low Seventh
Miss Minnie Strickland.....	High Sixth
Miss Ada M. Cullom.....	Low Sixth

The seventh and sixth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best qualified to teach.

Miss Hattie Ellen Leonard.....	High Fifth
Mrs. Mattie H. Lacy.....	Low Fifth
Miss Mary Winn.....	Low Fifth
Miss Pearl Clark.....	High Fourth
Miss Gay Rushing.....	Low Fourth
Miss Annie Beattie.....	Low Fourth, High Third
Miss Laura Fariss.....	High Third
Miss Alpha Rogers.....	Low Third
Miss Affie E. Johnson.....	High Second
Miss Lela L. Williams.....	Low Second
Miss May Carothers.....	Low Second
Miss Addie Justice.....	High First, Low First
Miss Emma Seabaugh.....	Low First

CEDAR LAWN SCHOOL.

Location: South Ervay and Clarence Streets.

George W. Coley.....	Principal
Miss Dona L. Johnson.....	High Sixth
Miss Lolita Rosenbaum.....	Low Sixth
Miss Luella Bolding.....	High Fifth
Mrs. Tura E. Dial.....	Low Fifth

The sixth and fifth grades will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best prepared to teach.

Miss Susie M Badger.....	High Fourth
Miss Annie J. Hutcheson.....	Low Fourth
Miss Grace Simpson.....	High Third
Miss Theresa M. Maynard.....	High Third, Low Third
Miss Eleanor M. McKeand.....	Low Third
Miss Mary C. Bellinger.....	Low Third, High Second
Miss Rosa P. Lewis.....	High Second
Miss Florence J. Landrine.....	Low Second
Miss Lila Bradwell.....	High First
Miss Lula Mock.....	Low First
Miss Mattie Sherard.....	Low First

OAK GROVE SCHOOL.

Location: Harwood and Jackson Streets.

Miss Emma Halley, Principal.....	Low Sixth, High Fifth
Miss Stella Austin.....	Low Fifth, High Fourth
Miss Lillian Heninger.....	Low Fourth, High Third
Miss Lillie Belle Tennison.....	Low Third
Miss Minnie Brown.....	High Second
Mrs. M. T. Cooke.....	Low Second
Miss Eddie Gray.....	High First, Low First
Miss Alice Osmond.....	Low First
Miss Madge Malone.....	Probationary

SAN JACINTO SCHOOL.

Location: San Jacinto Street and Washington Avenue.

Mrs. Margaret B. Henderson.....	Principal
Miss Maggie Barton.....	Low Seventh
Miss Moina Prator.....	High Sixth
Miss Anna M. Hord.....	Low Sixth
Miss Anita Shannon.....	High Fifth

The seventh, sixth, and high fifth grades will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best prepared to teach.

Miss Vida M. Heelan.....	Low Fifth
Miss Mattie Harris.....	High Fourth
Miss Carrie Lou Moore.....	Low Fourth
Miss Zelma Scott.....	High Third
Miss Mary Cochran.....	Low Third
Miss Mary Webster.....	High Second
Mrs. Retta Reese.....	Low Second
Miss Kate Carter.....	High First
Mrs. Fannie R. Keller.....	Low First
Miss Theresa Winn.....	Low First

COLUMBIAN.

Location: South Akard and Royal Streets.

Miss L. P. Cowart, Principal.....	Low Seventh
Miss Sara Hyman.....	High Sixth, Low Sixth
Miss Sue Guyton.....	High Fifth
Miss Lannes Hicks.....	Low Fifth
Miss Nannie Paschal.....	High Fourth, Low Fourth
Miss Josie Henderson.....	High Third
Miss Mary Arnold.....	Low Third
Miss Ida O'Dell.....	High Second, Low Second
Miss Nora Wormser.....	High First
Miss Minnie Williams.....	Low First
Miss Jessie Hesselson.....	Probationary

ALAMO SCHOOL.

Location: Nettie and Hickory Streets.

J. L. Russell.....	Principal
Miss Minnie Lockett.....	Low Seventh
Mrs. T. A. Cowan.....	High Sixth
Miss Ethel Hagler.....	Low Sixth
Miss Iva Lee Strong.....	High Fifth
Mrs. Laura Alexander.....	Low Fifth

The seventh, Sixth and fifth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best qualified to teach.

Miss May Ballard Brooks.....	High Fourth
Miss Virline Peacock.....	Low Fourth
Miss Maude D. Littleford.....	High Third, Low Third
Miss Myrtle Meers.....	Low Third
Miss Annie Laurie Forest.....	High Second
Miss Eula Piner.....	Low Second
Miss Gussie Chandler.....	Low Second
Miss Wilma Beckwith.....	High First
Miss Sue Sam Squyres.....	Low First
Miss Beulah B. Tatman.....	Low First

DAVY CROCKETT SCHOOL.

Location: Alcalde and Victor Streets.

J. D. Cochran.....	Principal
Miss Bobbie L. Suttle.....	Low Seventh
Miss Janie Northington.....	Low Seventh
Miss Mary Ella Edmonston.....	High Sixth
Miss Lorena Wilkerson.....	Low Sixth
Mrs. Jessie E. G. Baldwin.....	Low Sixth

The seventh and sixth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best qualified to teach.

Miss Stella Williams.....	High Fifth
Miss Cora McFarland.....	Low Fifth
Miss Ethel F. Hines.....	Low Fifth
Miss Sadie Goggans.....	High Fourth
Mrs. Minnie L. Sickles.....	Low Fourth
Miss Gladys McEvoy.....	Low Fourth
Miss Maggie M. Fife.....	High Third
Miss Florence Kone.....	Low Third
Miss Vi Belle Coleman.....	Low Third
Miss Katharine Hudson.....	High Second
Miss Charlotte Riggs.....	Low Second
Mrs. Virginia Lipscomb.....	Low Second, High First
Mrs. Minnie Halley Smith.....	Low First
Mrs. Jennie Bartlett.....	Low First

COLONIAL HILL SCHOOL.

Location: Wendelken Street and Pennsylvania Avenue.

Julius Dorsey.....	Principal
Miss Myra Brown.....	High Seventh
Miss Flora Wilkin.....	Low Seventh
Miss Ruth Curtis.....	High Sixth
Miss Margaret Gavin.....	Low Sixth

The seventh and sixth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best-qualified to teach.

Miss Blanche Blewett.....	High Fifth
Miss Gilbert Cone.....	Low Fifth
Miss Eleanor Crampton.....	High Fourth
Miss Edith Cornet.....	Low Fourth
Miss Rena Crossman.....	Low Fourth
Miss Sadie Lovell.....	High Third
Miss Annie Maupin.....	Low Third
Miss Bessie Edwards.....	High Second
Miss Bertha Goslin.....	Low Second
Miss Elsie Cassell.....	High First
Miss Willie M. Foster.....	Low First
Miss Mamie Etheredge.....	Low First

FAIR PARK SCHOOL.

Location: Second and Peabody Avenues.

T. C. Hassell.....	Principal
Miss Asilee Balthrop.....	Low Seventh, High Sixth
Miss Willia Davis.....	Low Sixth
Miss Minnie McKaughan.....	High Fifth
Miss Earle Henry.....	Low Fifth

The seventh, sixth, and fifth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best qualified to teach.

Miss Irene Kitts.....	High Fourth
Miss Etta Baldwin.....	Low Fourth
Miss Iva Lake.....	High Third
Miss Bernice McHenry.....	Low Third
Miss Atta Wiley.....	High Second
Miss Alice F. Thomas.....	Low Second
Miss Lillian Parry.....	Low Second
Miss Pearl Birmingham.....	High First
Miss Clay Haggard.....	Low First
Miss Rowena Sutton.....	Low First

JAMES W. FANNIN SCHOOL.

Location: San Jacinto Street and Prairie Avenue.

R. S. Ransdell, Principal.....	Low Seventh
Miss Edith S. Thorndike.....	High Sixth, Low Sixth
Miss Lena Scott.....	Low Sixth, High Fifth
The seventh, sixth, and high fifth grades will be taught on the departmental plan.	
Miss Margaret Johnson.....	Low Fifth, High Fourth
Miss Ada May McWhirk.....	Low Fourth
Miss Nannie Moseley.....	High Third
Mrs. P. R. Scott.....	Low Third, High Second
Miss Willie Buster.....	Low Second, High First
Miss Bertha Raub.....	Low First
Miss Lucile Bowen.....	Probationary

SAM HOUSTON SCHOOL.

Location: Throckmorton and Dickason Streets.

Miss Mary C. Spears, Principal.....	Low First
Miss Kate Clark.....	High First, Low Second
Miss Belle Walne.....	High Second
Miss Birdie Blow.....	Low Third, High Third
Miss Ethel Weatherford.....	Low Fourth, High Fourth
Miss Sarah Meriwether.....	Low Fifth, High Fifth
Miss Mary Kate Brown.....	Low Sixth
Miss Edna Mae Holder.....	Probationary

FAIRLAND SCHOOL.

Location: McKinney Avenue and Walter Street.

Mrs. Fannie Baskett, Principal.....	Fourth, Third
Mrs. Minnie B. Kelly.....	Second, First

O. M. ROBERTS SCHOOL.

Location: Grand Avenue, near Fitzhugh Avenue.

Jonathan A. Cox, Principal.....	Fourth
Miss Bessie Parr.....	Third
Miss Mary Brent Wilson.....	Second
Miss Leona Halbert.....	First

ELK HILL SCHOOL.

Location: Annex Avenue and Deere Street.

J. B. Zimmerman, Principal.....	Third, High Second
Miss Eleanor M. Winn.....	Low Second, First

THIRTEENTH BIENNIAL REPORT

OAK CLIFF CENTRAL SCHOOL.

High School.

Location: Tenth Street and Patton Avenue.

W. H. Adamson.....	Principal
H. L. Goerner.....	Head of the Departments of Latin and Mathematics
Miss Elizabeth W. Baker.....	Head of the Department of English
Miss Hattie Belle Moseley.....	Assistant
Mrs. Bettie Lee Fahm.....	Assistant

Elementary School at Central Building.

Miss Pearl Park.....	Advanced High Seventh
Miss Ruth Roach.....	High Seventh
Miss Marguerite Swindells.....	Low Seventh
Mrs. Bertha Eason Palmer.....	High Sixth, Low Sixth

The advanced high seventh, seventh, and sixth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best qualified to teach.

Miss Josie Feagans.....	High Fifth, Low Fifth
Mrs. Addie Stemmons.....	High Fourth, Low Fourth
Miss Henrietta Eisenlohr.....	High Third
Miss Blanche Gault.....	Low Third, High Second
Mrs. Daisy Webb.....	High Second, Low Second
Miss Stella Henderson.....	High First, Low First
Miss Mollie L. Brown.....	Low First
Miss Onida Ward.....	Probationary

JOHN L. REAGAN SCHOOL.

Location: Ninth and Llewellyn Streets.

D. W. Johnson, Principal.....	Low Fifth
Miss Alice Muldrow.....	High Fifth
Miss Lyda McKinstry.....	High Fourth
Miss Mary Lou Wythe.....	Low Fourth
Miss Blanche Murrell.....	High Third
Miss Dorothy M. Bowdrey.....	Low Third
Miss Mary E. Spann.....	High Second
Miss Myrtle Byrom.....	Low Second
Miss Frances Cushman.....	High First, Low First
Miss F. Moseley.....	Low First
Miss Mary Elizabeth Ford.....	Probationary

JAMES STEPHEN HOGG SCHOOL.

Location: Madison Avenue and Ballard Street.

F. H. Alexander, Principal.....	Fourth Grade
Miss Annie Lee Clark.....	Third Grade
Miss Bertha Tolliver.....	Second Grade
Mrs. C. M. Simpson.....	First Grade

JAMES BOWIE SCHOOL.

Location: Seventh Street and Lancaster Avenue.

C. A. Whatley.....	Principal
Miss Lula Watson.....	High Seventh
Miss Gussie Williams.....	Low Seventh
Miss Norma Clark.....	High Sixth
Miss Winnie Davis.....	Low Sixth

The seventh, and sixth grades in this school will be taught on the departmental plan; that is, the teachers assigned will each give instruction in all of those grades in the subject she is best qualified to teach.

Miss Minnie Swindells.....	High Fifth, Low Fifth
Miss Marguerite Logan.....	High Fourth
Miss Mary Preston.....	Low Fourth
Miss Clara Thomas.....	High Third
Miss Marjorie Higdon.....	Low Third
Miss Eleanor H. Benners.....	Low Third
Miss Anna M. Carey.....	High Second
Miss Roe Rogers.....	Low Second
Miss Lillian Thomason.....	High First, Low First
Miss Sarah Burton.....	Low First

Mrs. T. C. Hassell.....	General Supernumerary
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NEGRO TEACHERS.

NEGRO HIGH SCHOOL.

Location: Cochran and Hall Streets.

N. W. Harllee, Principal.....	Also Inspector of Negro Schools
Mrs. Julia Caldwell Frazier.....	Latin and History
F. J. Work.....	Mathematics and Modern Language
Ira M. Mason.....	History
J. H. Polk.....	English
V. T. Tubbs.....	Physical Sciences
J. W. Towns.....	Manual Training
Mrs. C. E. Stradford.....	Domestic Arts

W. A. Boswell.....	Supervisor of Writing and Drawing and Music
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Elementary School at High School Building.

W. W. Frazier.....	Advanced High Seventh
Miss P. E. Rodgers.....	High Seventh, Low Seventh
J. W. Ray.....	High Sixth, Low Sixth
Mrs. A. V. West.....	High Fifth
Mrs. E. O. Lindley.....	Low Fifth, High Fourth
Miss E. M. Rice.....	Low Fourth
Miss E. R. Everett.....	High Third
Miss Edna E. Ezell.....	Low Third
Mrs. S. C. White.....	High Second
Mrs. A. B. Rutherford.....	Low Second
Mrs. M. M. Polk.....	High First
Mrs. M. M. Thomas.....	High First
Miss B. E. Mitchell.....	Low First
Mrs. L. C. Haynes Morgan.....	Low First

WRIGHT CUNEY SCHOOL.

Location: Canton and Santa Fe Streets.

Benj. F. Darrell, Principal.....	Sixth, High Fifth
S. A. Young.....	Low Fifth, High Fourth, Low Fourth
Miss Eunice Diemer.....	Third, Second
Mrs. Mary E. Hallum.....	High First, Low First

BOOKER T. WASHINGTON SCHOOL.

Location: Flora and Burford Streets.

Chas. Rice, Principal.....	Low Seventh, High Sixth, Low Sixth
Miss P. L. Tyler.....	High Fifth, Low Fifth
Mrs. C. G. Wilson.....	High Fourth, Low Fourth
Mrs. Sadie Louise Jackson.....	High Third
Msis L. A. Shaw.....	Low Third
Miss M. W. Tyler.....	High Second, Low Second
Miss C. A. Hicks.....	High First
Mrs. M. T. Groves.....	Low First
Mrs. F. L. Harris.....	Low First
Miss Cecil Robinson.....	Probationary

FRED DOUGLASS SCHOOL.

Location: South Preston Street.

J. F. Starks.....	Principal
Miss M. A. Hall.....	High Seventh, Low Seventh
A. G. Weems.....	High Sixth, Low Sixth
S. A. Hurdle.....	High Fifth, Low Fifth
J. E. Battle.....	High Fourth, Low Fourth
Miss M. S. Mansfield.....	High Third
Mrs. P. A. Rochon.....	Low Third
Miss C. L. Taylor.....	High Second
Miss E. C. Hartley.....	Low Second
Miss F. B. Weems.....	Low Second
Miss Corinne Hawkins.....	High First
Miss E. M. Weems.....	Low First
Miss F. B. Harris.....	Low First

PACIFIC AVENUE SCHOOL.

Location: Wilson Avenue, near Pacific Avenue.

A. Jackson, Jr., Principal.....	Low Sixth, High Fifth
Mrs. Laura A. Lacy.....	Fourth, High Third
Miss Lillian M. Tucker.....	Low Third, Second
Mrs. D. M. Brashear.....	High First, Low First

NINTH WARD SCHOOL.

Location: Miller Avenue and Eighth Street, Oak Cliff.

Jas. F. Williams, Principal.....	High School Classes
Mrs. A. Day.....	High Seventh, Low Seventh
Estella Orman.....	High Sixth, Low Sixth, High Fifth
Miss Amanda Burns.....	Low Fifth, High Fourth
Mrs. W. V. Manack.....	Low Fourth, High Third
Miss Tina O. Boswell.....	Low Third, High Second, Low Second
Mrs. Lula A. Mason.....	High First, Low First

COURSE OF STUDY

IN THE

DALLAS PUBLIC SCHOOLS

ELEMENTARY SCHOOL

LOW FIRST GRADE.

READING AND SPELLING.—Words and sentences from the black-board, with Ward-Barnum Primer as the basis (furnished in the class room equipment). Daily drills in phonics, the teacher using Ward-Barnum Manual as guide.

Cyr's Primer. Supplementary reading from school library.

NUMBERS.—Oral instruction in counting and calculations of a very simple character.

WRITING.—According to directions of Supervisor.

DRAWING.—Methods of instruction, and exercises correlated with other subjects, according to directions of Supervisor. Materials supplied by schools.

MUSIC.—According to directions of Supervisor.

NATURE STUDY.—Correlated with language studies and with drawing. Devote about ten minutes each week to teaching humane treatment of animals.

CALISTHENICS.—Breathing exercises, motion songs, and various physical exercises (such as arm, hand, and head movements, foot extension, butterfly movements, marching) for about five minutes twice a day.

HIGH FIRST GRADE.

READING AND SPELLING.—Ward-Barnum First Reader (furnished in the class room equipment). Our Country's First Reader. Art Literature Readers, Book I.

Supplementary reading from school library.

NUMBERS.—Counting; simple additions and corresponding subtractions.

WRITING.—According to directions of Supervisor. Berry's Writing Book No. 1.

DRAWING.—Methods of instruction, and exercises, according to directions of Supervisor.

MUSIC.—According to directions of Supervisor.

NATURE STUDY.—Correlated with language studies and with drawing. Devote about ten minutes each week to teaching humane treatment of animals.

CALISTHENICS.—Breathing exercises, motion songs, balance step, hand and arm exercises, and marching, for about five minutes twice a day.

STORIES AND POEMS FOR FIRST GRADE.

For young children the story should be simple and fanciful. Moral training is given as the child exercises his own judgment of right and wrong; and ethical judgment is active as imagination constructs the life-experience set forth in interesting narrative or description. The myth tale, or poem that portrays what is true, noble, and unselfish appeals to the child's nature, and aids strongly in the proper formation of character. Not merely for the development of good taste, but because purity and strength in literary art are essential for the desired effects, only what is excellent in literature should be presented.

(SUGGESTED.)

SEPTEMBER—Little Boy Blue, Eugene Field; They Didn't Think, Phoebe Carey; The Busy Bee, Isaac Watts; The Three Bears, Scudder; Clytie, Myth.

OCTOBER—Apple Seed John, L. M. Child; The New Moon, E. Lee Follon; October's Woods Are Bare; Golden Rod and Aster, Myth; The Three Little Pigs; Apollo and Python, Myth; "What is Pink? A Rose is Pink," Christina Rossetti.

NOVEMBER—Come little Leaves; Over the River and Through the Woods; Thanksgiving Day, L. M. Child; The Legend of the White Swan; The Fox and the Grapes, Aesop; The First Thanksgiving; Hiawatha's Childhood, Longfellow; Story of Ab, Stanley Waterloo.

DECEMBER—Santa Clause and the Mouse, E. Poulson; Twinkle, Twinkle, Little Star, Jane Taylor; Once a Little Baby Lay; The Bird's Christmas; The Babe of Bethlehem; Christmas Carol, Christina Rossetti; David Cycle of Bible Stories.

JANUARY—The Children's Hour, Longfellow; Little Red Riding Hood, Scudder; The Wind and the Moon, Myth; The Elves and the Shoemaker, Scudder; Hyacinthus, D'Ooge's Helps; boyhood stories of Lee and Jackson.

FEBRUARY—The Baby, Geo. MacDonald; Don't Kill the Birds, Lovejoy; The Straw, the Coal, and the Bean, Grimm; boyhood stories of Washington.

MARCH—The Wind, R. L. Stephenson; My Shadow, F. D. Sherman; How Robin Got His Red Breast, Indian Myths; Phaethon, D'Ooge's Helps.

APRIL—Who Stole the Bird's Nest? L. M. Child; The Contented Hen, Eugene Field; The Origin of Violets, Lovejoy's Seasons; The Tar Baby, Uncle Remus; An Easter Story, U. A. Smith; The Death of the Little Hen, Grimm.

MAY—Wake, Says the Sunshine; Little Dandelion, H. B. Postwick; Little Birdie, Alfred Tennyson; The Poplar Tree, Wilson's Nature Study, Book II; The Pea Blossom, Anderson; Baucis and Philemon, Wilson's Nature Study, Book II.

SUGGESTIONS FOR LANGUAGE AND NATURE STUDY.

Encourage the children to talk and to write simple exercises on such topics as the following:

SEPTEMBER—Home life; parents; duties of child; experiences of home life. Homes of animals, birds, insects. Helplessness of young animals; food, protection. Bird life. Golden rod and aster. Sunflower. Spider and fly.

OCTOBER—The home: Occupation of father; duties of mother; daily interests of children. What others do for us. The autumn thought. Preparing for rest. Falling leaves. Protection of buds. Seeds and their dispersal. Caterpillar, cocoons, butterfly. Wasp and dirt-dauber.

Stories: Columbus; The Kind Old Oak, Child's World; The Walnut Tree.

NOVEMBER—The family: Its relation to society. Thankfulness. Loving and giving. The first Thanksgiving Day in America. Utilize the ever increasing interest of the child in things about him. Teach the interdependence of nature and man. Man's preparation for winter. Squirrel. Migration of Birds. Grain, kinds; from seed to loaf.

DECEMBER—The home the center of social and benevolent activities. Underlying thought: It is more blessed to give than to receive. Moon, stars, sun. The Sheep. The Eskimos. The first Christmas. Santa Clause. The joy of giving.

Stories: The story of Agonak; The Little Match Girl, Anderson; Little Red Riding Hood.

JANUARY—The New Year. Child's birthday. New year's birthday. Birthdays: Lee and Jackson. Rabbit; duck; hen.

Stories: The Snowflake Story, Anderson; Hiawatha, Longfellow.

FEBRUARY—The State. Individual's relation to organized society. Patriotism. Washington, the boy, the soldier, the statesman. The flag. Policeman; fireman, postman. Trees—Forests—Arbor Day.

Stories: George Washington, In Story Hour. Story of St. Valentine.

MARCH—Nature as related to the home. Points of the compass. Wind; sailboat; windmills; kites. Steam. Forces of nature. The awakening of spring. Return of the birds. Blue jay, lark. Trees; sap and leaves.

Stories: The Wind and the Sun, Aesop; The Little Hero of Haarlem; story of Robert Fulton.

APRIL—Child's interest in the activities of nature as related to the home. Rain; fog; dew; sunbeam; sunrise; sunset; rainbow. Development; germination. The Easter thought. Birds' nesting. Violets. Fruit blossoms. Earthworms—living plows.

Stories: The Emperor's Bird Nest; The Broken Wing; The Norwegian.

MAY—All nature active. Universal relations. The farm—its relations to all. Bees; ants; birds. Common wild flowers. (Excursions, if practicable). Length of days.

Stories. King Solomon and the Clover; Dandelion's Birthday, Sara Wiltse; Story of Melampus.

LOW SECOND GRADE.

READING.—Our Country's Second Reader. Supplementary reading from the school library. Lead the pupils to read naturally—as one should talk—with proper expression. (An exercise in oral reading that does not comply with this direction is a failure.)

SPELLING.—New Century Spelling Book in hands of teacher only; phonic drills and tables for pronunciation, pp. 5 to 14. Teach the spelling, meaning, and use of words chosen from readers and stories. Teach the spelling of new words by syllables. In oral spelling develop voice power by distinct utterance of every sound. Keep list of seventy words commonly mis-spelled; use them in weekly reviews; and give the last list to the teacher of the next higher grade.

LANGUAGE LESSONS.—Oral reproduction of stories. Writing to easy dictation; correct copying of easy stories and poems; easy letter writing in correct form. Teach simplest uses of capital letters and punctuation marks. Choice memory gems should be committed twice a week to cultivate both memory and taste.

ARITHMETIC.—Myers-Brooks Elementary Arithmetic in hands of teacher only, pp. 1 to 12. Enlarge on text.

WRITING.—According to directions of Supervisor. Berry's Writing Book No. 2; Hunt's Pens No. 11, or Eagle No. 680.

DRAWING.—Ware's Practical Drawing, Part II; Craocolor No. 2; S. F. Co's or Prang's Water Colors. Methods of instruction

and exercises correlated with other subjects, according to directions of Supervisor.

MUSIC.—According to directions of Supervisor. Public School Music Tablet. Modern Music Primer.

NATURE STUDY.—Correlated with language studies and with drawing. Devote about ten minutes each week to teaching humane treatment of animals.

CALISTHENICS.—As in previous grade—also basket step.

HIGH SECOND GRADE.

READING.—Art Literature Readers, Book II. Supplementary reading from school library. Secure natural tone and expression.

SPELLING.—New Century Spelling Book in hands of teacher only; phonic drills, pp. 15 to 27. Teach the spelling, meaning, and use of words chosen from reading matter. Teach the spelling of new words by syllables. Make list of one hundred words for review, as in Low Second.

LANGUAGE LESSONS.—Continue reproduction work of Low Second Grade. Continue instruction in form as concerning capital letters and punctuation. Appropriate memory gems twice a week to cultivate both memory and taste.

ARITHMETIC.—Myers-Brooks Elementary Arithmetic; pp. 13 to 52.

WRITING.—As in Low Second.

DRAWING.—As in Low Second.

MUSIC.—As in Low Second.

NATURE STUDY.—As in Low Second.

CALISTHENICS.—As in Low Second.

STORIES FOR SECOND GRADE.

(Suggested.)

FALL—The Anxious Leaf; The Little Red Hen; Selected Chapters from Robinson Crusoe; The Flax; Goldenrod and Asters; The Pilgrims; The Lark and the Farmer; Puss in Boots; Cinderella; The Boy Who Cried Wolf; The Lion and the Mouse; Snow White and Rose Red; Ruth and Naomi; The Fox and the Stork; The Hare and the Tortoise; Treasurer Boxes; Ant and Dove; Androclus and the Lion; Fox and the Grapes; Thrifty Squirrels; The First Thanksgiving; Midas.

WINTER—The Candles; The Snow Man; Tiny Tim; Letters from a Cat; The Donkey and the Salt; Christmas in the Barn; Stories from Hiawatha; The Discontented Pine Tree; The Darning Needle; Dick Whittington; Why the Cat Always Falls on Her Feet; The Bird's Christmas Carol; The Fir Tree; The Little Match Girl; The Bell of Atri; Why the Sea is Salt; The Hero of Haarlem; Legend of the Christmas Tree; The Story of Pocahontas.

SPRING—Hiawatha's Sailing; Country Mouse and Town Mouse; The Ugly Duckling; The Wind and the Sun; The Three Goats; Columbus; Sunshine Stories; Little Snow White; Legend of the South Wind; Sleeping Beauty; The Proud Little Grain of Wheat; How West Wind Helped Dandelion; The Minnow's Adventure; Odysseus and the Bag of Winds; Sleeping Apple; Queen Bee; Mondamin; King Tawny Mane; Legend of the Woodpecker; David and Goliath; The Walnut Tree that Wanted to Bear Tulips.

Reference Books for Stories—How to tell Stories to Children, Sara Cone Bryant; In the Child's World, Emily Poulsson; Ten Folk Tales, Edited by Estell Hart; Morning Talks, Sara Wiltse; Anderson's Fairy Tales, Edited by J. H. Stickney; Aesop's Fables for Children, Nellie Perkins Dobb; Grimm, Edited by Sara E. Wiltse; Fables and Folk Stories, Scudder; Legends of the Red Children, Mara L. Pratt; Seven Little Sisters, Andrews; Each and All, Andrews; Fairy Stories and Fables, Baldwin; Cat-tails and Other Tales, Howliston; Stories Mother Nature Told, Andrews; The Story Hour, Wiggins; The Bimbi Stories.

POEMS FOR SECOND GRADE.

(Suggested.)

AUTUMN—How the Leaves Come Down, Susan Coolidge (Lovejoy); Thanksgiving Day, Lydia Maria Child (Lovejoy); The Seasons, George Cooper; The Four Winds, Frank Dempster Sherman (Lovejoy); Father We thank Thee, Ralph Waldo Emerson; Twinkle, Twinkle, Little Star; Lost; The Summer, R. M. Alden (Lovejoy); September, H. H. Jackson (Lovejoy); The Little Leaves, George Cooper (Lovejoy); The Shining Web, (Lovejoy); November, Alice Cary (Lovejoy); Sweet and Low, Alfred Tennyson; Jack Frost, H. F. Gould; Robin Redbreast, Allingham (Lovejoy); The Children's Hour, Longfellow; Sweet Summer's Gone Away; Good bye, Good bye to Summer.

WINTER—The Night Wind, Eugene Field; The Land of Story Books, R. L. Stephenson; My Shadow, R. L. Stephenson; America; The Lost Doll, Kingsley; Suppose, Alice Cary; Suppose, Phoebe Cary; The Duel, Eugene Field; Japanese Lullaby; The Snow Bird; Frank Dempster Sherman; O Little Town of Bethlehem, Phillips Brooks; The Rock-a-bye Lady, Eugene Field; A Christmas Carol, J. H. Holland; The Snow Bird's Song, F. C. Woodward (Lovejoy); Waiting to Grow, Frank French (Lovejoy); Pine Needles, Paul Hamilton Hayne (Lovejoy).

SPRING—The Bluebird, Mrs. E. H. Miller; Spring, Celia Thaxter (Lovejoy); Seven Times One, Jean Ingelow; All Things Beautiful, Mrs. C. F. Alexander; Little Boy Blue, Eugene Field; Daisies, Frank Dempster Sherman; Sweet and Low, Tennyson; The Wind, R. L. Stephenson; How the Wind Blows (Lovejoy); Who Likes

the Rain? Clara Doty Bates (Lovejoy); The Voices of the Grass, Sarah T. Roberts (Lovejoy); April is Coming up the Hill, Mary Mapes Dodge; April, Celia Thaxter (Lovejoy); What Robin Told, Frank Dempster Sherman; The Violet, Jane Taylor (Lovejoy); The Barefoot Boy, Whittier; The Dandelion; Nellie Garabrant (Lovejoy); The Chicken's Mistake, Phoebe Cary (Lovejoy); Marjorie's Almanac, T. B. Aldrich (Lovejoy); The Song of the Bee, Marion Douglas.

SUGGESTIONS FOR LANGUAGE AND NATURE STUDY.

Oral and written exercises on such topics as the following:

FALL—Common fall flowers; goldenrod; thistle. Common trees. Dissemination of seeds; carried by animals, by winds, by water, by man. Preparation for winter; plants, animals, man. Distance and direction; locate homes and public buildings.

WINTER—How plants pass the winter. Seeds used as foods. How animals pass the winter. An evergreen, as cedar. Comparative study of horse and camel. Deer; seal; black bear; wild geese. Frost, snow, ice (when they appear). Stars (big and little Dipper); planets (morning and evening stars); moon (phases). Peoples and modes of living. The American Indians.

SPRING—Opening of buds (commence before March, if season permits). Watch and record growth of seeds. Recognition of common flowers. Names of parts of trees and flowers. Sweet peas, pansy, primrose. Study one vegetable. Study the elm tree. Return of birds; the earliest birds. Blue jay, English sparrow. Development of frogs. Winds. Clouds. Rain. What becomes of the water after a rain?

LOW THIRD GRADE.

READING.—Our Country's Third Reader. Supplementary reading from school library. Secure natural tone and expression. Recitations once a week of selections worth committing to memory.

SPELLING.—New Century Spelling Book; pp. 28 to 43; phonics (see page 6). Spelling, meaning, and use of words chosen from reading matter and English lessons.

ENGLISH.—Buehler and Hotchkiss's Modern English Lessons; through page 83. (Give individual assistance; but everything depends upon each pupil's doing the work for himself.)

ARITHMETIC.—Myers-Brooks Elementary Arithmetic; pp. 53 to 107.

WRITING.—According to directions of Supervisor. Berry's Writing Book No. 3; Gillott's Pens, No. 1066, Hunt's No. 11, or Eagle No. 680.

DRAWING.—Ware's Practical Drawing, Part III; Practical Drawing Pencil No. 1 and eraser. S. F. Co.'s or Prang's Water Colors. Methods of instruction, and exercises correlated with other subjects, according to directions of Supervisor.

MUSIC.—According to directions of Supervisor. First Book in Vocal Music, Modern Music Series; Public School Music Tablet.

NATURE STUDY.—Correlated with English and drawing. Devote about ten minutes each week to teaching humane treatment of animals.

CALISTHENICS.—Continue as in previous grades.

HIGH THIRD GRADE.

READING.—Art Literature Readers, Book III. Supplementary reading from school library. Give close attention to all elements of reading. Keep in view the main object, i. e., teaching the pupil to get the thought clearly from the printed page. Recitations once a week of selections worth committing to memory.

SPELLING.—New Century Spelling Book; pp. 44 to 55; phonics (see page 6). Spelling, meaning, and use of words chosen from reading matter and English lessons.

ENGLISH.—Buehler and Hotchkiss's Modern English Lessons; pp. 84 to 137, enlarging on text.

ARITHMETIC.—Myers-Brooks Elementary Arithmetic; pp. 108 to 145.

WRITING.—As in Low Third.

DRAWING.—As in Low Third.

MUSIC.—As in Low Third.

NATURE STUDY.—As in Low Third.

CALISTHENICS.—As in Low Third.

STORIES FOR THIRD GRADE.

(Suggested.)

Beauty and the Beast, Scudder; Pandora, Hawthorne; The Country Mouse and the City Mouse, Aesop; Ulyses and the Bay of Winds; The Ant's Monday Dinner, Helen Hunt Jackson; The Hare and the Tortoise, Aesop; Apollo and Daphne; The Beetle, Anderson; The Butterfly, Craik; A Drop of Water, Anderson; Hum, the Song of Buzz,

H. B. Stowe; The Conceited Apple Branch, Anderson; How the Indian Corn Grows, Anderson; Labors and Death of Hercules; Siegfried, Gueber; Story of the Dog Oscar, Long; The Peasant and the Apple Tree, Aesop; Madam Arachne, Celia Thaxter; Old Pipes and the Dryad, Stockton; One of God's Storehouses, Andrews; Story of the Amber Beads, Andrews; Princess May Blossom, Lang.

POEMS FOR THIRD GRADE.

(Suggested.)

The Arrow and the Song, Longfellow; The Sandpiper, Celia Thaxter; We Thank Thee, Ralph Waldo Emerson; In School Days, J. G. Whittier; Dutch Lullaby, Eugene Field; The Four Winds, F. D. Sherman; Lady Bird, Lady Bird, C. B. Southey; October's Bright Blue Weather, Helen Hunt Jackson; What the Winds Bring, E. C. Stedman; The Children, Longfellow; The Landing of the Pilgrims, Felicia Hemans; America, Rev. C. D. Smith; Wonderful World, William Brightly Rands; The Summer Day; The Seed; In April, Emily Gail Arnold; Dandelion, Katie L. Brown; Robert of Lincoln, William C. Bryant; The First Snowfall, James Russell Lowell; Is It You, Mrs. Mary Goodwin; Be Careful What You Say; I Love You, Mother; Try, Try Again; Seven Times Two, Jean Ingelow; Frost Pictures.

SUGGESTIONS FOR LANGUAGE AND NATURE STUDY.

Oral and written exercises on such topics as the following:

FALL—Autumn Flowers. Study morning glory, chrysanthemum. The cotton plant and its products. Wheat. Forests, and why some should be preserved. Insect homes: the ant, life history and habits; wasps; bees; leaf-rollers and miners. Dew; fog; hail; frost; rain-drops; showers, storms; measure rainfall.

WINTER—Tree study. The fir. Mistletoe, holly, English ivy. Fuel; wood, coal, coke. Stone, lime, brick. Earth as home of man; forms of land and water. Compare turkey and goose. Fox; wolf; dog. The people of Holland; Dutch children, home life, cleanliness, dress, the storks, dikes, canals, windmills, industries.

SPRING—Seed planting—nasturtium daisy, tulip. Uses of different parts of plants. Birds—nest building. Mocking bird. Lion; elephant; crawfish; crab. Homes of children of other lands. Cliff dwellers.

LOW FOURTH GRADE.

READING.—Our Country's Fourth Reader. Supplementary reading from school library. Drill exercises to develop voice power—breathing, distinct utterance of difficult sounds, etc. Recitations once a week of selections worth committing to memory.

SPELLING.—New Century Spelling Book; pp. 56 to 64, and review phonics and selected sections in Part I.

ENGLISH.—Buehler and Hotchkiss's Modern English Lessons; pp. 138 to 164, enlarging on text.

ARITHMETIC.—Myers-Brooks Elementary Arithmetic; pp. 145 to 184.

GEOGRAPHY.—Dodge's Primary Geography; through p. 52. Drill on drawing plans of houses and grounds, plots of towns, counties, etc.

WRITING.—According to directions of Supervisor. Berry's Writing Book, No. 4; Gillott's pens, No. 1066, Hunt's No. 21, or Eagle No. 740.

DRAWING.—Ware's Practical Drawing, Part IV; pencil, eraser, and color box as in previous grade. Methods of instruction, and exercises correlated with other subjects, according to directions of Supervisor.

MUSIC.—As in previous grade.

CALISTHENICS.—As in previous grade.

HIGH FOURTH GRADE.

READING.—Our Country's Fourth Reader. Supplementary reading from school library. Recitations once a week of selections worth committing to memory.

SPELLING.—New Century Spelling Book; pp. 65 to 85.

ENGLISH.—Buehler and Hotchkiss's Modern English Lessons; pp. 167 to 19, enlarging on text.

ARITHMETIC.—Myers-Brooks Elementary Arithmetic; pp. 185 to 231. Hopkins and Underwood's Mental Arithmetic in hands of teacher only; pp. 1 to 33.

GEOGRAPHY.—Dodge's Primary Geography; pp. 53 to 112. Review from beginning.

PHYSIOLOGY.—Krohn's First Book in Physiology and Hygiene.

WRITING.—As in Low Fourth.

DRAWING.—As in Low Fourth.

MUSIC.—As in Low Fourth.

CALISTHENICS.—As in Low Fourth.

LOW FIFTH GRADE.

READING.—Our Country's Fifth Reader. Supplementary reading from school library.

SPELLING.—New Century Spelling Book; pp. 86 to 100. With open books before them, have the pupils pick out the words in Sections 1 to 71, exemplifying Rules I to VI.

ENGLISH.—Buehler and Hotchkiss's Modern English Lessons; pp. 197 to 260.

ARITHMETIC.—Myers-Brooks Elementary Arithmetic; pp. 232 to 278, finishing the book. Hopkins and Underwood's Mental Arithmetic in hands of teacher only; pp. 34 to 60.

GEOGRAPHY.—Dodge's Primary Geography; pp. 113 to 177.

HISTORY.—Estill's the Beginners' History of Our Country; to p. 151.

WRITING.—According to directions of Supervisor. Berry's Writing Book No. 5; Gillott's pens, No. 1066, Hunt's No. 21, or Eagle No. 740; Dallas School Writing Tablet.

DRAWING.—Ware's Practical Drawing, Part V; Practical Drawing Pencil No. 1 and eraser, Dickson's Special Black, or Eagle Draughting; S. F. Co.'s or Prang's Water Colors. Methods of instruction, and exercises correlated with other subjects, according to directions of Supervisor.

MUSIC.—According to directions of Supervisor. Second Book in Vocal Music, Modern Music Series; Public School Music Tablet; Key-board Chart.

HIGH FIFTH GRADE.

READING.—Our Country's Fifth Reader. Supplementary reading from school library.

SPELLING.—New Century Spelling Book; pp. 101 to 112; review from page 86 to page 112. (If the work of emphasizing and applying the rules of spelling in daily observation is well done, it will secure the best spelling power.)

ENGLISH.—Buehler and Hotchkiss's Modern English Lessons; pp. 261 to end. Review as needed.

ARITHMETIC.—Myers-Brooks School Arithmetic; pp. 1 to 84. Hopkins and Underwood's Mental Arithmetic; pp. 61 to 70, and review practice.

HISTORY.—Estill's The Beginner's History of Our Country; pp. 151 to end. Topical reviews .

GEOGRAPHY.—Dodge's Primary Geography; p. 178 to end. Review the book.

PHYSIOLOGY.—Krohn's Graded Lessons in Physiology and Hygiene.

WRITING.—As in Low Fifth.

DRAWING.—As in Low Fifth.

MUSIC.—As in Low Fifth.

LOW SIXTH GRADE.

READING.—Williams' Choice Literature, Book I, Grammar Grades.

SPELLING.—New Century Spelling Book; pp. 113 to 122; review from page 86.

ENGLISH.—Webster's Elementary Composition; Chapter I and Chapter II. Buehler's A Modern English Grammar with Composition; pp. 1 to 58.

ARITHMETIC.—Myers-Brooks School Arithmetic; pp. 85 to 149. Hopkins and Underwood's Mental Arithmetic; pp. 70 to 91.

HISTORY.—Pennybacker's History of Texas; pp. 1 to 223.

GEOGRAPHY.—Dodge's Comparative Geography, pp. 1 to 88.

WRITING.—According to directions of Supervisor. Berry's Writing Book, No. 6; Gillott's pens, No. 1066, Hunt's No. 21, or Eagle No. 740; Dallas School Writing Tablet.

DRAWING.—Ware's Practical Drawing, Part VI; pencil, eraser, and color box as in Fifth Grade. Methods of instruction, and exercises correlated with other subjects, according to directions of Supervisor.

MUSIC.—As in Fifth Grade.

HIGH SIXTH GRADE.

READING.—Longfellow's *Evangeline*.

SPELLING.—New Century Spelling Book, pp. 123 to 134; review from page 86, giving many exercises similar to section 211.

ENGLISH.—Wester's *Elementary Composition*; Chapter III and Chapter IV. Buehler's *A Modern English Grammar with Composition*; pp. 59 to 108.

Note—Classes entering High Sixth at the end of the first term will take the work in English Grammar as stated; but for this session classes beginning High Sixth at the opening of the first term will have to cover pages 1 to 108.

ARITHMETIC.—Myers-Brooks *School Arithmetic*; review pp. 118 to 149; pp. 150 to 184. Hopkins and Underwood's *Mental Arithmetic*; pp. 91 to 102.

HISTORY.—Pennybacker's *History of Texas*; page 224 to end. Review the subject.

GEOGRAPHY.—Dodge's *Comparative Geography*; pp. 89 to 182.

WRITING.—As in Low Sixth.

DRAWING.—As in Low Sixth.

MUSIC.—As in Low Sixth.

LOW SEVENTH GRADE.

READING.—Lamb's *Tales from Shakespeare*.

SPELLING.—New Century Spelling Book; pp. 135 to 156 (to Synonyms). Review exercises on previous sections according to the plan of section 211, and in order to exercise in the meanings of prefixes and suffixes, and in modifications of the spelling of the same prefix.

ENGLISH.—Webster's *Elementary Composition*; Chapter V and Chapter VIII. Buehler's *A Modern English Grammar with Composition*; pp. 111 to 217.

NOTE—Classes entering Low Seventh at the END of the first term will take the work in English Grammar as stated; but for this session classes beginning Low Seventh at the opening of the first term must begin the book and go as far as possible, in order to finish the book during the second term in High Seventh.

ARITHMETIC.—Myers-Brooks *School Arithmetic*; pp. 185 to 213. Hopkins and Underwood's *Mental Arithmetic*; pp. 103 to 134.

HISTORY.—Cooper, Estill, and Lemmon's *The History of Our Country*; pp. 1 to 224. Emphasize the Geographical basis for some historical developments, utilizing relief maps for this purpose. Allow properly controlled discussions by pupils.

GEOGRAPHY.—Dodge's *Comparative Geography*; pp. 183 to 274.

WRITING.—According to directions of Supervisor. Berry's *Writing Book*, No. 7; Gillott's pens, No. 1066, Hunt's No. 21, or Eagle No. 740; Dallas School Writing Tablet.

DRAWING.—Ware's *Practical Drawing*, Part VII; pencil, eraser and color box as in previous grade. Methods of instruction, and exercises correlated with other subjects, according to directions of Supervisor.

MUSIC.—According to directions of Supervisor. Alternate Third Book of Vocal Music, Modern Music Series; Public School Music Tablet; Key-board Chart.

HIGH SEVENTH GRADE.

READING.—Williams' *Choice Literature*, Book II, Grammar Grades.

SPELLING.—New Century Spelling Book; pp. 156 (Synonyms) to end. Teach the different shades of meaning and use of all synonyms. (The teacher should carefully prepare for each lesson by consulting the examples in an unabridged lexicon and also some treatise on the discrimination between synonyms. Here is an opportunity for expert teaching.) Review from page 86.

ENGLISH.—Webster's *Elementary Composition*; Chapter VI and Chapter VII. Buehler's *A Modern English Grammar with Composition*; pp. 218 to 358 (the end).

NOTE—Classes entering High Seventh at the END of the first term will take the work in English Grammar as stated; but classes beginning High Seventh at the opening of the first term will take pages 96 to 217.

ARITHMETIC.—Myers-Brooks School Arithmetic; pp. 244 to end. Topical review. Hopkins and Underwood's *Mental Arithmetic*; p. 135 to end.

HISTORY.—Cooper, Estill, and Lemmon's *The History of Our Country*; pp. 225 to end. Illustrative poems and stories. Show the value of pictures in the study of history.

NOTE—Classes entering High Seventh at the END of the first term will take the work in history as stated; but classes beginning High Seventh at the opening of the first term will take pages 152 to 281.

GEOGRAPHY.—Dodge's Comparative Geography; pp. 275 to end. Reviews.

WRITING.—As in Low Seventh.

DRAWING.—As in Low Seventh.

MUSIC.—As in Low Seventh.

NOTE—Completion of the work of the regular High Seventh Grade at the end of the session concludes a standard elementary school course of study, and the pupil is promoted to the High School.

Without diminishing the scope of the Elementary School course of study, the time required for its completion has been reduced from eight to seven years.

ADVANCED HIGH SEVENTH GRADE.

Work to be done during the Second Term by classes that complete the High Seventh Grade during the first term:

READING.—Scott's *Ivanhoe*. Scott's *Lady of the Lake*.

ENGLISH.—Buehler's *A Modern English Grammar with Composition*; pp. 218 to end. Topical Reviews.

ARITHMETIC.—Myers-Brooks *School Arithmetic*; Review the book.

ALGEBRA.—Wentworth's *First Steps in Algebra*.

HISTORY.—Cooper, Estill and Lemmon's *The History of Our Country*; pp. 281 to end. Topical Reviews.

AGRICULTURE.—Welborn's *Elements of Agriculture, Southern and Western*.

WRITING.—As directed by Supervisor.

DRAWING.—As directed by Supervisor.

MUSIC.—As directed by Supervisor.

ADVANCED HIGH SEVENTH.

Work to be done during the First Term by classes that finished the High Seventh division as it was provided last year (when the elimination of the eighth grade was only half-way accomplished), leaving the Elementary School course not yet completed. No such class as this will occur again.

READING.—Scott's *Ivanhoe*. Scott's *Lady of the Lake*.

ENGLISH.—Buehler's *A Modern English Grammar with Composition*; pp. 171 to end.

ARITHMETIC.—Myers-Brooks *School Arithmetic*; Review the book.

HISTORY.—Cooper, Estill and Lemmon's *The History of Our Country*; pp. 281 to end.

AGRICULTURE.—Welborn's *Elements of Agriculture, Southern and Western*; pp. 1 to 161.

CIVIL GOVERNMENT.—Townes's *Civil Government in the United States and in Texas*; pp. 7 to 194.

WRITING.—As directed by Supervisor.

DRAWING.—As directed by Supervisor.

MUSIC.—As directed by Supervisor.

WORK FOR SECOND TERM.

READING.—Plutarch's *Lives of Caesar, Brutus, and Anthony*.

ENGLISH.—Buehler's *A Modern English Grammar, with Composition*; thorough Review of the entire book.

ALGEBRA.—Wentworth's *First Steps in Algebra*.

HISTORY.—Cooper, Estill and Lemmon's *The History of Our Country*; Review the entire book.

AGRICULTURE.—Welborn's *Elements of Agriculture, Southern and Western*; pp. 162 to end. Reviews.

CIVIL GOVERNMENT.—Townes's *Civil Government in the United States and in Texas*; 195 to end.

WRITING.—As directed by Supervisor.

DRAWING.—As directed by Supervisor.

MUSIC.—As directed by Supervisor.

HIGH SCHOOL

FOUR DIFFERENT COURSES OF STUDY.

FIRST YEAR. English.

CLASS:— Algebra.

Ancient History and Mythology.

Latin, or Botany.

Zoology and Physiology, or Botany, or Manual Training.

SECOND YEAR. English.

CLASS:— Plane Geometry.

Medieval and Modern History.

Latin, or Modern Language.

Physiography, or Manual Training.

THIRD YEAR. English.

CLASS:— Review of Mathematics: Arithmetic, Algebra, and Geometry.

Physics.

Latin, or Modern Language, or Manual Training.

English History, or Modern Language.

FOURTH YEAR. United States History.

CLASS:— Chemistry, or Civics and Economics.

Latin, or Modern Language, or Manual Training.

English, or Modern Language.

Solid Geometry and Trigonometry, or English.

NOTE—For a clearer statement of the studies prescribed for the four different courses offered to the pupil's choice, see the next following page.

NOTE—A laboratory deposit of one dollar is required of each pupil in the main High School—to be returned at the end of the year, less charges for breakage.

HIGH SCHOOL COURSES OF STUDY

	LATIN	LATIN—MANUAL TRAINING	ENGLISH	ENGLISH—MANUAL TRAIN.
FIRST YEAR	English Algebra Anc't. Hist., Mythology Latin. Zool. and Physiol. or Botany	English Algebra Anc't. Hist., Mythology Latin Manual Training	English Algebra Anc't. Hist., Mythology Botany Zoology and Physiology	English Algebra Anc't. Hist., Mythology Botany Manual Training
SECOND YEAR	English Geometry Medieval and Mod. Hist. Latin Physiography	English Geometry Medieval and Mod. Hist. Latin Manual Training	English Geometry Medieval and Mod. Hist. Modern Language Physiography	English Geometry Medieval and Mod. Hist. Modern Language Manual Training
	LATIN	LATIN—MODERN LANGUAGE	ENGLISH—MODERN LAN.	ENGLISH—MAN. TRAINING
THIRD YEAR	English Arith., Alg., Geom., Review Physics Latin English History	English Arith., Alg., Geom., Review Physics Latin Modern Language	English Arith., Alg., Geom., Review Physics Modern Language Eng. Hist. or Mod. Lang.	English Arith., Alg., Geom., Review Physics Manual Training Eng. Hist. or Mod. Lang.
FOURTH YEAR	U. S. History Chemistry, or Civics and Economics Latin English Mathematics	U. S. History Chemistry, or Civics and Economics Latin Modern Language Mathematics or English	U. S. History Chemistry, or Civics and Economics Modern Language English or Mod. Lang. Mathematics or English	U. S. History Chemistry, or Civics and Economics Manual Training English or Mod. Lang. Mathematics or English

HIGH SCHOOL COURSES OF STUDY BY DEPARTMENTS

ENGLISH.

FIRST YEAR.

COMPOSITION—Scott and Denny's Elementary English Composition, Revised Edition.

LITERATURE—George Eliot's *Silas Marner*. For home reading: Dickens' *Tale of Two Cities*; Irving's *Sketch Book*. The legend of the Holy Grail as treated by Lowell in *The Vision of Sir Launfal* and by Tennyson (*Ainsworth's Edition*). For home reading: Macaulay's *Lays of Ancient Rome*; Byron's *The Prisoner of Chillon*, and *Mazeppa*.

SECOND YEAR.

RHETORIC—Herrick and Damon's.

LITERATURE—The *Sir Roger de Coverly Papers*. For home reading: Macaulay's *Life and Writings of Addison*. Coleridge's *The Ancient Mariner*; Tennyson's *Gareth and Lynette*; and *Launcelot and Elaine*. For home reading: Arnold's *Sohrab and Rustum*; *Southern Poets* (*Macmillan's Pocket Classics*).

THIRD YEAR.

College entrance requirements in English literature: Milton's *Minor Poems*; Macaulay's *Milton*; Macaulay's *Johnson*; Shakespeare's *Julius Cæsar*; Burk's *Conciliation*.

GRAMMAR—Whitney's *Essentials of English Grammar*.

FOURTH YEAR.

HISTORY OF ENGLISH LITERATURE—Pancoast's.

Study of selections from leading authors of respective periods.

MATHEMATICS.

FIRST YEAR.

ALGEBRA—Wentworth's *New School Algebra*.

SECOND YEAR.

PLANE GEOMETRY—Phillips and Fisher's.

THIRD YEAR.

Review of Mathematics—Arithmetic, Algebra, and Plane Geometry.

FOURTH YEAR.

SOLID GEOMETRY—Phillips and Fisher's.

PLANE TRIGONOMETRY—Wentworth's.

HISTORY.

FIRST YEAR.

ANCIENT HISTORY—Myers.

MYTHOLOGY—Outlines by teacher.

SECOND YEAR.

MEDIAEVAL AND MODERN HISTORY—Myers.

THIRD YEAR.

ENGLISH HISTORY—Cheyney.

FOURTH YEAR.

HISTORY OF THE UNITED STATES—Hart's Essentials of American History.

CIVICS AND ECONOMICS.

FOURTH YEAR.

CIVICS AND ECONOMICS.—Bullock's Introduction to the Study of Economics, enlarged by lectures, and supplemented from the Department library.

LATIN.

FIRST YEAR.

Janes and Jenks's *Bellum Helveticum*.

SECOND YEAR.

Ritchie's *Fabulae Faciles*; Gunnison and Harley's *Cæsar* with Grammar and Prose Composition. (Read three books of the Gallic War.)

THIRD YEAR.

Cæsar (two books); Cicero (five orations). Bennett's Latin Grammar. Allen and Phillips's Prose Composition.

FOURTH YEAR.

Ovid (1500 verses). Virgil (four books). Bennett's Grammar. D'Ooge's Prose Composition, Part II and III.

MODERN LANGUAGE.

The Department of Modern Languages has been reorganized in the scope of its work, and the teaching force has been strengthened. German, French, and Spanish are offered; and henceforth a three years course in any one, and also, if desired, a two years course in a second modern language may be elected.

Any one of the languages offered may be begun any year except the first year of the High School course; but no student will be permitted to begin two languages the same year. Students should be governed in their choice by their other work, and it is urged upon those desiring to take a modern language and upon their parents to consult with the instructors before deciding which course to take.

The courses of study in the different languages cover practically the same ground: careful drill in the elements of grammar and the pronunciation of the language, elementary composition (with special stress on letter writing), practice in conversation, and use of the language studied in the class room as much as practicable, and a study of the life, habits, manners, and customs of those peoples to whom the language studied is native.

GERMAN.

GERMAN I.

GRAMMAR—Bacon's German Grammar.

READING AND CONVERSATION—*Im Vaterland*.

GERMAN II.

FIRST TERMS GRAMMAR—Bacon's German Grammar, completed.

READING AND CONVERSATION—*Im Vaterland*, completed.

SECOND TERM GRAMMAR—Thomas's Practical Grammar.

READING—*Das Peterle von Nuernberg*.

GERMAN III.

GRAMMAR—Thomas's Practical German Grammar.

READING—*Wilhelm Tell* (Palmer Edition); *Die Jungfrau von Orleans*.

FRENCH.

FRENCH I.

INTRODUCTORY BOOK—Downer's First French Book.

READING TEXTS—Moinaux's *Les deux sourds*; Labiche and Martin's *Le voyage de M. Perrichon*; Merimee's *Colomba*.

FRENCH II.

GRAMMAR—Fraser and Squair's Abridged French Grammar. A review of Part I with the most important topics of Part II.

COMPOSITION—Mansion's French Composition, Sections I and II.

READING TEXTS—Sand's *La mare au diable*; Labiche and Martin's *Moi*; Taine's *Les origines de la France contemporaine*.

FRENCH III.

GRAMMAR—Fraser and Squair's Abridged French Grammar, completed.

COMPOSITION—Mansion's French Composition, Sections III and IV.

READING TEXTS—Sand's *Le meunier d'Angibault*; Hugo's *La chute*; Moliere's *Le bourgeois gentilhomme*; Rostand's *Chanticleer*

SPANISH.

SPANISH I.

INTRODUCTORY BOOK—Wagner's Spanish Grammar.

READING TEXTS—Turrell's Spanish Reader; Larra's *Partir a tiempo*.

SPANISH II.

GRAMMAR—Ramsey's Spanish Grammar; Part I and most important topics from other sections, including all the irregular verbs.

COMPOSITION—Ford's Spanish Composition.

READING TEXTS—Valdes' *Jose*; Pereda's *Pedro Sanches*; Tomayo y Baus' *Lo positivo*.

SPANISH III.

GRAMMAR—Ramsey's Spanish Grammar, completed.

COMPOSITION—Based on Bonilla's Daily Life.

READING TEXTS—Galdos' *Mariandela*; Pardo Bazan's *Pascual Lopez*; Echegaray's *O locura o santidad*; Galdos' *Electra*.

BIOLOGY.

FIRST YEAR.

ZOOLOGY (Colton) and PHYSIOLOGY (Coleman). Laboratory work (double period) twice a week.

or

BOTANY (Bergen, Southern Edition). Laboratory work (double period) twice a week.

PHYSIOGRAPHY.

SECOND YEAR.

Davis' Elementary Physical Geography, enlarged by lectures.
Laboratory work (double period) twice a week.

PHYSICS.

THIRD YEAR.

Physics for High School Students, Carhart and Chute.
Laboratory work (double period) twice a week.

CHEMISTRY.

FOURTH YEAR.

First Principles of Chemistry, Brownlee and Others.
Laboratory exercises, Brownlee and Others.
Laboratory work (double period) twice a week.

MANUAL TRAINING.

FIRST YEAR.

For Boys: Drawing; bench work.
For Girls: Drawing; cooking; sewing.

SECOND YEAR.

For Boys: Mechanical Drawing; advanced bench work and turning; pattern making.
For Girls: Mechanical and freehand drawing; cooking; sewing.

THIRD YEAR.

For Boys: Mechanical drawing; pattern making; sheet metal work; forging.
For Girls: Cooking and sewing, or applied designing.

FOURTH YEAR.

For Boys: Mechanical drawing; machine shop work.
For Girls: Cooking and dressmaking, or applied art work.

MUSIC.

One period a week devoted to chorus practice and to the hearing of representative piano and orchestral music through the player piano.

Elementary study of Form and the History of Music based upon the compositions studied.

FIRST YEAR.

Alternate Third Reader, Modern Music Series. Standard Songs No. 1—McConathy.

SECOND YEAR.

Laurel Music Reader—Tomlins.

THIRD YEAR.

Master Musician Series: Handel, Haydn, Mozart, Beethoven.

GOVERNMENT OF THE DALLAS PUBLIC SCHOOLS.

Charter of the City of Dallas, 1907.

Article V. Public Schools.—1. The city public schools shall be under the management and control of a Board of Education, composed of a president and six members, who shall be elected on the first Tuesday of April, 1908, and at a regular election to be held biennially thereafter on the first Tuesday of April, and shall hold their offices for two years and until their successors are elected and qualified. Any vacancy occurring in the Board of Education shall be filled by an election to be held by said board, and the person elected shall hold office for the unexpired term. The members of said board shall serve without compensation, shall have exclusive control of the public schools of the City of Dallas, and shall have full and ample authority, in accordance with the provisions hereof, to provide necessary school buildings and facilities, and to open and conduct a sufficient number of schools to meet the wants of the scholastic population of the City of Dallas, so far as they can do so by prudent and judicious application of the means made subject to their administration and management. Among the powers hereby conferred on said Board of Education, the following are for greater certainty enumerated: To contract for, lease and purchase lots, and to construct buildings for school purposes, and to make all needed repairs and alterations in same; to furnish said school buildings with all appropriate furniture, fixtures and apparatus; to sell or dispose of school property when the same is necessary or advisable; to lay off the city into such school districts as in the judgment of the said board shall be proper; to increase or diminish said districts, and to change the boundaries thereof at pleasure; to employ superintendents, teachers and such other persons as may be necessary, and to fix their compensation and prescribe their duties, and to establish all such regulations and rules deemed necessary by the board to provide and maintain an efficient system of public schools in the City of Dallas. The Board of Commissioners, when levying the annual tax for the fiscal year, shall levy an ad valorem tax of one-fourth of one per centum of the taxable value of the City of Dallas for that fiscal year, and said tax, when collected, shall be deposited with the City Treasurer by the Board of Commissioners to the credit of the school fund, which said sum, together with all sums received from the State, county and other school funds, shall be held by the City Treasurer subject to the order and disbursement of the Board of Education, and shall be paid out upon warrants issued by order of said Board of Education, audited by the City Auditor and signed by the president and secretary of the Board of Education. An official statement or copy of all contracts, claims, accounts, pay rolls and demands of whatever nature whereby any money is to be disbursed or expended from the school funds and also complete annual reports showing the operations of the schools, shall be filed with the City Auditor, who shall examine, adjust and audit all claims, accounts, pay rolls and demands before same shall be paid. The school board may enter into contracts by competitive bids with publishers and dealers in school supplies for furnishing to the patrons or pupils of the public schools of the city any and all books, stationery and school supplies required by the city schools at such prices as may be agreed

upon by and between the board and such publishers or dealers, in no case to exceed the list prices of the same articles in the book-stores of the city, and when such contracts or agreements are made by the Board of Education it shall be the duty of the Secretary of the Board of Education to keep constantly on hand, and to furnish to the patrons or pupils of the city schools the various books, stationery and supplies thus agreed upon and at the prices agreed upon by the Board of Education; provided, that no profit, compensation, or commission shall ever be allowed to or collected by said board, its secretary or any member thereof, upon the agreed or contract prices at which the publishers or dealers furnish the same to the Board of Education under any such agreement or contract; provided, that this subdivision of this act shall be subject to the provisions of the uniform text-book act applying to the same subject matter.

2. The president of the Board of Education shall be elected and hold his office as hereinbefore provided. He shall preside over all meetings of the Board of Education, and in case of a tie on any question, he shall give the casting vote, but in elections he shall vote as other members of the board. He shall be active in enforcing the laws, rules and regulations governing said board. He shall, from time to time, give information about the condition of affairs, and recommend for consideration such measures as he deems best for the schools. At the first regular meeting of the Board of Education after the general election or as soon thereafter as practicable, the president shall appoint the standing committees of the board, and the president shall be ex officio a member of all committees of the board. He shall have the power to veto any resolution, by-law, motion or order passed by the Board of Education, by filing his written objections within three days after the passage thereof, Sundays and day of passage excluded. At the next meeting, or as soon thereafter as practicable, the board shall consider such objections, and unless the board shall pass the measure over his veto by a two-thirds vote of all the members, taken by yeas and nays, such measure shall be of no effect. The regular meetings of the board shall be at such times as the board may fix by resolution or otherwise, but the president, on his own motion, may call special meetings by written notice thereof served upon each member or left at his place of abode or usual place of business. At the first meeting of each new board, or as soon thereafter as practicable, the board shall elect one of the members vice-president, who shall hold his office for two years. In case of absence, failure, inability or refusal of the president to act, the vice-president shall perform the duties of the president. In the absence of the president and vice-president, any one of the members may be chosen to preside.

3. The Board of Education shall have power, when money for that purpose is available from the general fund, or is voted therefor by special tax, to establish and maintain a system of kindergartens in connection with the public schools.

4. Whenever the amount involved in any purchase or sale of property proposed to be made by the Board of Education shall equal or exceed the sum of one thousand dollars, it shall be the duty of said board to certify its action with respect to said matter to the Board of Commissioners, and said board shall have the power to veto and nullify said action within five days after being notified thereof, but to become effective such veto must be supported by and receive the votes of four members of said board and such action must be taken within five days after notice in writing of the terms of such proposal shall have been filed by the Board of Education with the Board of Commissioners.

RULES.

SECTION I.

THE BOARD OF EDUCATION.

1. Organization: The Board shall organize on the third Monday in April, or as soon thereafter as practicable, by the election of a vice-president and secretary, whose terms of office shall be for two years.

2. President: It shall be the duty of the president to preside over all meetings of the board, preserve order and see that parliamentary rules are observed.

He shall appoint all standing and special committees, and shall do and perform all duties usually devolving upon the presiding officer of a deliberative body. At the expiration of his term of office he shall make the Board of Education a report of the condition and progress of the schools, and make such recommendations to that body as he may deem advisable for future needs.

3. Vice-President: The vice-president shall, in the absence of the president, preside over all meetings of the Board, and in such case, shall, pro tem, succeed to all the authority and powers of the president.

4. Secretary: It shall be the duty of the secretary to attend every meeting of the Board of Education and to keep accurate minutes of the proceedings thereof in a book to be provided for that purpose; to preserve and keep in order all books, papers documents, records, and files of said Board; to draw all warrants on the City Treasurer and countersign the same. He shall keep the necessary books to show all transactions relating to accounts, contracts, and indebtedness of the city public schools, the revenues and expenditures of all kinds. He shall keep a correct account with each separate school building, showing the amount and kind of supplies and fuel delivered, salaries paid, and expenditures of all kinds. He shall submit a written report to the first regular meeting in each month, showing the receipts and disbursements during the scholastic year to date of said report and the condition of the school funds. He shall attend to the delivery and distribution of all school supplies and fuel, and shall have and exercise a general supervision and control over all school buildings, ground and other school property, and subject to the approval of the committee on property and repairs, shall have the authority to have needed repairs made and to purchase supplies; provided, however, that he first obtain a requisition for same by a majority of the proper committee and approved by the president; and, provided further, that no such expenditure in excess of \$10 in cost shall be made without the consent and approval of the Board. He shall have and exercise general supervision and control over the janitors, and, subject to the approval of the committee on janitors, shall have the authority to suspend or discharge any janitor for what may be deemed by the said committee to be a sufficient cause. He shall perform such other duties as may be required of him by the Board by resolution or otherwise, and as compensation for his services shall receive the sum of \$1800 per annum, payable in monthly installments after services performed.

5. As soon after the annual organization as practicable, the president shall appoint the following standing committees:

- (1) Committee on Finance, Insurance, and Salaries.
- (2) Committee on Supplies, Fuel, and Janitors.
- (3) Committee on Text-Books and Libraries.
- (4) Committee on Rules, Grievances and Complaints.

(5) Committee on School Property and Repairs.

(6) Committee on Auditing.

(7) The whole Board shall constitute the Committee for the Nomination of Teachers and other employees.

6. There shall be a regular meeting of the Board on the third Monday in April of each year, and a regular meeting on the first Monday after the close of each scholastic month in the Superintendent's office, at 8 p. m. The president shall have the power of calling a meeting of the Board at any time, when in his judgment there is a necessity therefor, and it shall be his duty to call a meeting when any three members of the Board shall, in writing, request him to do so. The president shall give to each member due notice of all called meetings of the Board. Three members other than the president shall be necessary to form a quorum, but a smaller number may adjourn from day to day.

7. The business of the Board shall be conducted in the following order:

(1) Roll call.

(2) Reading of the minutes.

(3) Petitions and communications.

(4) Superintendent's monthly report.

(5) Reports of Standing Committees.

(6) Reports of Special Committees.

(7) Unfinished business.

(8) New business.

(9) Adjournment.

8. All matters presented as new business shall be referred to the proper committee without discussion, except by consent of a majority of the Board.

DUTIES OF STANDING COMMITTEES.

1. Committee on Finance, Insurance, and Salaries: It shall be the duty of this committee, when necessary, to make reports to the Board of the condition of the school fund and an estimate of the sum needed for maintaining and improving the schools. It shall, at the first meeting in July, submit a detailed statement of the transactions of the preceding year. It shall also be the duty of this committee to keep all school buildings, furniture, and fixtures insured in approved companies and in such amounts as the Board may direct, and equitably prorated among reputable local agencies.

It shall also be the duty of this committee to recommend a schedule of salaries to be paid employees.

2. Committee on Supplies, Fuel, and Janitors: It shall be the duty of this committee to furnish the board an estimate of the supplies and fuel needed for the schools for the ensuing year, and, if necessary, advertise for bids. This committee shall have control of all janitors of buildings, and shall fill vacancies for the time being, subject to the approval of the Board; provided that any janitor may, for good cause, be summarily suspended, such suspension to be reported immediately to the Committee on Rules, Grievances, and Complaints.

3. Committee on Text-Books and Libraries: It shall be the duty of this committee to recommend text-books to be used in the schools, and it shall from time to time suggest such changes as it may consider desirable.

4. Committee on Rules, Grievances, and Complaints: It shall be the duty of this committee to receive, through the Superintendent, and investigate complaints, grievances, and appeals coming from principals, patrons, and teachers of the schools, and report the result of

their investigation to the Board with recommendations at the next following meeting. It shall receive the report of the Superintendent upon the inefficiency or misconduct of teachers, and only charges confirmed upon a thorough investigation on the part of the committee shall be reported to the Board. The committee shall, in conjunction with the Superintendent, arrange and compile the annual reports of the Superintendent and President of the Board of Education, which shall embrace all the rules, regulations, course of study of the schools, and such other data as to them may seem useful and proper, and to publish the same biennially in pamphlet form at the close, as nearly as practicable, of the scholastic year

5. Committee on Property and Repairs: It shall be the duty of this committee to recommend to the Board such repairs and alterations of buildings and their appurtenances as they may deem proper. They shall, in conjunction with the secretary of the Board, have charge of all new building and repairs ordered by the Board.

6. Auditing Committee: It shall be the duty of this committee to examine and audit all claims and report the same to the Board with approval or disapproval. It shall also make a thorough examination of the books of the secretary and treasurer on or about the first of April of each year and report the condition thereof to the Board.

SECTION II.

SESSIONS.

1. The yearly session commences on the third Monday in September and continues through nine school months, omitting the Christmas holidays; provided, the Board of Education shall have the right whenever in their judgment there is good and sufficient cause to suspend any or all of the schools for such period of time as they may deem necessary; and no teacher or janitor shall be entitled to salary during the time of such suspension.

2. The daily sessions shall be from 9 a. m. to 3 p. m., except for the first two grades. For the first and second grades it shall end at 2 p. m., and for the third and higher grades at 3 p. m. There shall be an intermission of thirty minutes at noon and fifteen minutes each morning and afternoon.

3. At the Columbian school building the daily session shall be from 9 a. m. to 3:30 p. m. There shall be an intermission of one hour at noon and fifteen minutes each morning and afternoon. The first and second grades at this building shall be dismissed at 2:30 p. m.

4. The daily session of the main high school shall be from 9 a. m. to 3 p. m., with intermission of thirty minutes at noon.

SECTION III.

HOLIDAYS.

The holidays shall be as follows: Thanksgiving Day, February 22, April 21, December 25 to January 1, inclusive.

In the afternoon of the days preceding these holidays and on March 2, appropriate exercises shall be held in each school.

SECTION IV.

GRADUATION.

1. Students who fail to make an average of 70 in all the studies pursued in the fourth year class of the high school, or who fail to make an average of 60 in any one of such studies, shall not be permitted to graduate. In determining the student's fitness for graduation, the four quarterly averages for each subject shall be considered as having more value than the final examination average.

2. A student who makes the necessary average for graduation, 70 per cent. in all studies pursued in the fourth year class of the high school, and fails to make the requisite minimum of 60 per cent. in not more than one subject, may be allowed a second examination on that subject.

3. Upon the completion of the course of study, as outlined in the High School curriculum, and on approval of the Superintendent of schools, a diploma shall be granted to those completing such course and receiving such approval. Such diploma shall be signed by the President of the Board, attested by the signature of the Secretary and the seal of the Board, and by the Superintendent of Schools and faculty of the High School.

SECTION V.

ELECTIONS AND SALARIES.

1. On the third Monday in April of each alternate year, or as soon thereafter as practicable, the Board shall elect a Superintendent for the public schools, who shall receive a salary of \$3600 per annum, payable in equal monthly payments, and whose term of office shall be two years, beginning with the first day of the following July.

2. As soon after the annual commencement as practicable, the Board shall announce principals and teachers elected for the ensuing year.

3. The salaries of principals, teachers, and janitors shall be fixed prior to their election, and shall in no case be changed after acceptance, which acceptance shall be filed with the Secretary of the Board of Education within twenty days after date of notice, and said principals and teachers shall sign and accept the following contract, to-wit:

4. Contract made and entered into this....day of....19....by and between the Board of Education of the City of Dallas, of the first part and.....of the second part, Witnesseth:

That the party of the first part hereby employs the said..... as a Teacher, or Principal in the Public Schools of the City of Dallas, for the scholastic year beginning the.....day of.....19.... at a salary at the rate of \$....per month during such period of time as the schools may be in session; provided the service of the said.... proves satisfactory to the Board; and provided, that no compensation shall be allowed for time lost on account of the suspension of the schools or any part of them by the action of the Board.

That the said.....undertakes and promises to teach in said schools to the best of.....skill and ability, and to conform in all things to the By-Laws, Rules, and Regulations of said Board of Education, which are specially made a part of this contract.

Signed.....day of.....19..

.....President.
.....Secretary.Teacher.

The following schedule of salaries was adopted in May, 1910:

SCHEDULE OF SALARIES.

White Schools.

	Per Year.
Superintendent	\$3,600.00
Secretary of Board of Education.....	1,800.00

Principals.

Principal of Main High School.....	2,400.00
Principal of Oak Cliff High School.....	1,800.00
Principals of four to seven rooms, not less than \$1,000 or more than	1,200.00
Principals of eight to eleven rooms, not less than \$1200 or more than	1,400.00
Principals of twelve to fifteen rooms, not less than \$1400 or more than	1,600.00
Principals of sixteen rooms and upwards, not less than \$1600 or more than	1,800.00
Supervisor of Music	1,500.00
Supervisor of Penmanship and Drawing.....	1,500.00

High School Faculty.

Heads of Departments, not less than \$1500 or more than.....	1,800.00
Associate Teachers, not less than \$1200 or more than.....	1,500.00
Assistant Teachers, not less than \$1000 or more than.....	1,200.00
Director of Manual Training	1,800.00

Note: Salaries of principals and high school teachers shall be paid, one-tenth at the end of each school month until the end of the eighth month, and two-tenths at the end of the ninth month, except that the salary of the principal of the Main High School shall be paid in twelve equal monthly installments.

Teachers in Elementary Schools.

All teachers in the elementary schools shall be elected subject to assignment by the Superintendent.

The salary of a teacher of one year's or less experience shall be \$55 a month; two year's experience \$60, three year's experience \$65, and so on to a maximum of \$85.

In the case of teachers of special subjects on the departmental plan, years of specialized study of the main subject to be taught, may, at the discretion of the Board of Education, be counted in fixing salaries as "years of experience."

In buildings of eight rooms or fewer, a teacher may be appointed at a salary of \$40 a month whose duties shall be to assist the principal (who in such building teaches besides supervising) and also to take

the place without extra pay of an absent teacher in any school as temporarily assigned by the Superintendent. Such teachers shall be termed probationary teachers.

One supernumerary teacher shall be employed at a salary of \$55 a month, who shall fill the places of absent teachers as assigned by the Superintendent.

In determining the salaries of grade teachers a year's experience shall be understood to mean nine school months, or thirty-six weeks of actual school work.

Experience elsewhere may be given the same credit as experience in Dallas.

Experience as a "probationary" teacher shall not be counted in fixing salaries.

Applicants elected to positions as grade teachers will be required to furnish documentary evidence of the character and duration of their experience elsewhere.

At the discretion of the Secretary with the approval of the Superintendent, two or more periods of less than nine months may be accepted as constituting "a year's experience;" but periods of a decidedly fragmentary nature should generally be excluded altogether. The Secretary and Superintendent should in all cases be satisfied that the "character" of the experience, as having been successful, forms a just basis for the corresponding increase of salary.

In the election of teachers at the close of each session, a teacher may be reappointed for the ensuing year without increase of salary.

A teacher whose salary has reached \$85 a month shall be eligible for one, but not more than one, increase of \$5 a month in recognition of distinguished merit.

Teachers who are absent from school on account of sickness shall be allowed half pay; provided, in cases of protracted illness this allowance is not made after fifteen days of continuous absence.

When a teacher voluntarily withdraws from the schools for the purpose of studying at an institute of learning, the time so spent shall be considered as "years of experience" in fixing the salary if the teacher is re-elected, and the certificate of such teacher shall not be invalidated on account of such absence.

JANITORS.

Per Month

Supervisor of repairs, or school carpenter.....	\$125.00
Mechanic for plumbing repairs.....	85.00

High School.

Per Year.

Custodian of the High School	\$1,200.00
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Per Month.

Engineer	\$ 80.00
Manual Training Janitor and House Carpenter.....	65.00
Under Janitors	40.00
Janitor of a four-room building.....	30.00
Janitor of a building of more than four rooms.....	30.00

Plus \$4 a month for each room in use more than four.

NEGRO SCHOOLS.

	Per Month.
Principal of High School (who shall be also Inspector of Negro schools	\$135.00
Principal of Wright Cuney School	80.00
Principal of Booker T. Washington School.....	95.00
Principal of Fred Douglass School.....	100.00
Principal of Pacific Avenue School.....	80.00
Principal of Ninth Ward School	80.00
High School Teachers	\$75.00 to 85.00
Supervisor of Penmanship, Drawing, and Music.....	85.00

Teachers in elementary schools: The salary of a teacher of one year's or less experience shall be \$40 a month for nine months; two year's experience \$43, three year's experience \$46, and so on to a maximum of \$70.

If any teacher be appointed as a probationary teacher, the salary shall be \$30 a month.

Regulations concerning experience, absence, and special or no increase, shall correspond to those for white teachers.

Janitors.

	Per Month.
Janitor of High School	\$70.00
Janitors of other buildings, \$3.50 a month for each room in use.	

NOTE: The foregoing schedule of salaries and accompanying provisions shall go into and be in force on and after the opening of the school year 1910-1911. Teachers in elementary schools regularly re-elected from the present force shall receive for next year an increase of salary of \$5.00 a month in white schools and \$3.00 in Negro schools above the present salary. The new teachers elected for next year shall enter the service on salaries fixed in regard to years of experience on the basis of the now existing (May, 1910) schedule, under which their applications have been made.

SECTIONS VI.

SUPERINTENDENT.

1. The Superintendent is the executive officer of the Board, and shall act under its advice and direction. He shall attend all meetings of the Board and take part in the deliberations.

2. He shall conduct the normal classes and shall exercise a constant personal supervision over all the schools.

3. He shall make a monthly report to the Board of the absence or tardiness of any of the teachers, either from the regular school duties or from attendance upon normal classes, and he shall make a biennial report to the Board of the general condition and progress of the schools.

4. He shall have power to suspend any pupil for persistent violation of school regulations, or when the example of such pupil is injurious to the school. In such cases he shall notify the parent or guardian, and also the Board of Education, to whom an appeal may be made. The power of expulsion shall rest with the Board.

5. He shall determine the forms of all registers, records, and blanks used in the schools, see that they are of uniform pattern, and have charge of their distribution to teachers.

6. He shall be in the office of the Superintendent between the hours of 3:30 and 4:30 p. m. on school days, and from 2:30 to 4:30 p. m. on Saturdays, to attend to such business as appertains to his department.

7. It shall be his duty, as soon as practicable after the election of teachers, to assign each to the position he thinks said teacher best qualified to fill. He shall have power at any time during the session to make any changes in the assignment of teachers which he may deem advisable and for the interest of the schools.

8. It shall be the duty of the Superintendent, when he doubts the qualifications, efficiency, or fitness of any member of the teaching force, to report the same to the Committee on Rules, Grievances, and Complaints.

SECTION VII.

PRINCIPALS

1. The principal of each school shall, under the direction of the Superintendent, be responsible for the observance and enforcement of the general rules and regulation in his school; and, by and with the advice and consent of the Superintendent, he may make and enforce such special regulations as he may deem advisable.

2. The principal of each school shall examine, classify, and assign to proper grades all pupils who rightfully apply for admission to his school. For the discharge of this duty he shall be at his building two school days next preceding the opening of each annual session.

3. When the principal doubts the age, residence, or other qualification of a child, affecting its right to receive the benefits of the public schools, he may require the presence of the parent or guardian, who shall in a written statement give satisfactory evidence of the child's right to be admitted. Until the parent or guardian complies with this rule the child in question may be excluded from school.

4. It shall be the duty of the principal to keep all school records according to prescribed forms, and to make all reports required by the Board and Superintendent; to visit, as often as practicable, the rooms of assistant teachers; to advise with teachers and to assist them in regard to the best methods of discipline, instruction, and the arrangement of exercises; to have the general management of the school in his charge, and to see to the maintenance of good order in the building, on the premises, or in the neighborhood thereof; to have personal care of all school property, furniture, apparatus, fences, walks, shade trees, out-buildings, and yards; and to secure the greatest possible neatness and cleanliness in and about the buildings and premises.

5. The principal of a school shall for good cause, have the power to summarily suspend the janitor, such suspension to be immediately reported to the secretary, who shall immediately investigate the cause and report the same without delay to the Committee on Janitors. The suspension of a janitor by a principal shall remain in force until it has been considered and passed upon by the Committee on Janitors. The secretary shall employ some competent person to perform the duties during the suspension of a janitor.

6. Principals shall promptly attend to all cases of misconduct reported to them by teachers, carefully examine the facts in the case, and advise or administer an appropriate remedy. Principals shall have power to suspend pupils until the Superintendent can be notified;

and the cause of suspension shall be transmitted within twenty-four hours to the parent or guardian and to the Superintendent.

7. It shall be the duty of the principals to be at their respective buildings at least thirty minutes before the time fixed for opening the daily session, to register the time of arrival, and see that pupils do not assemble in, at, or about the school grounds earlier than thirty minutes prior to the opening of the daily session.

8. Whenever, for any cause, a school shall be dismissed before the usual hour of closing, it shall be the duty of the principal to report to the Superintendent the reasons for such dismissal.

9. Principals shall, at the close of each scholastic year, report to the Superintendent the progress and condition of their respective schools and make such recommendations as they may deem advisable and expedient; and they shall file with the secretary of the Board a list approved by the Superintendent of all supplies needed by their respective schools for the next scholastic year.

10. It shall be the duty of the principal to report to the Superintendent at the close of each week any neglectful inattentive, inefficient, or otherwise unsatisfactory official conduct on the part of his teachers or janitor, which report shall, at the request of the Superintendent, be written and filed in the Superintendent's office. It shall be his duty at the close of the school year to report to the Superintendent upon the general condition of each class and the efficiency in discipline and instruction of each teacher.

11. It shall be the duty of the principals to report to the Superintendent all non-resident, under-age and over-age pupils entering their respective schools, giving name, age, place of residence, and the name of parent or guardian of each pupil; and also to collect the tuition of such pupils and pay the same over to the Superintendent. Principals shall be held responsible for the tuition of such pupils remaining in their schools, whether reported or not reported to the Superintendent.

12. School property is acquired and held in trust by the Board of Education solely for school uses, and the principal of any school is authorized to exclude, at his discretion, from the premises in his charge, any person who may enter or seek to enter the same for any purpose not properly pertaining to school affairs. The principal shall also have the right to eject any person from the grounds who shall conduct himself in such a manner as to disturb the school, or injure any school property in his charge.

13. In addition to the duties of principals heretofore set forth, the principal of the High School shall perform the following duties:

He shall be Assistant Superintendent and shall perform the duties of Superintendent when the Superintendent may be sick or absent from the city and whenever required by the Board for other reasons.

14. Any principal violating any of the rules of this Board may be punished by temporary suspension, or dismissal from position, at the discretion of the Board.

SECTION VIII.

TEACHERS.

1. It is the duty of all teachers in each school to co-operate with and assist the principal in the maintenance of proper order, study, and discipline among the pupils.

2. The teachers of the several schools shall devote themselves at all times faithfully, and during school hours exclusively, to the duties

of their stations. They shall give careful and constant attention to the instruction, discipline, manners, and habits of their pupils, and they shall, in turn, be present on the grounds with the pupils at recess, and shall exercise the greatest vigilance in maintaining order. They shall take care that no damage be done to the building, furniture, apparatus, or any other school property; and when injury is done, they shall give prompt notice of the same to the principal.

3. All teachers are required to open and remain in their respective school rooms at least thirty minutes before the time of opening school each morning. Teachers failing to comply with this rule shall report themselves as tardy to the principal. They shall not permit disorder, unnecessary noise, or rude conduct in the room at any time.

4. All teachers are required to enter upon the opening exercises of their respective rooms at the precise minute appointed, and in no case, except in cases of unforeseen necessity, shall they dismiss the pupils earlier than the appointed time, for any day or part of a day, without permission of the principal.

5. In all cases of absence or tardiness the teacher shall file with the Superintendent a statement in writing, and shall suffer a forfeiture of pay for the time lost, unless excused by the Board.

6. The teachers may, for the purpose of observing modes of discipline and instruction, visit any of the public schools of the city; but such visits are not to be made oftener than twice a year, and only with the permission of the Superintendent.

7. The teachers shall attend to the physical education and comfort of the pupils under their care. When from the state of the weather, or other cause, recess in the open air is impracticable, the children may be exercised within the rooms in accordance with the best judgment and ability of the teacher.

8. Teachers shall be kind and courteous to their pupils, requiring of them in return politeness and prompt obedience. They shall aim at such discipline as would be used by a wise and kind parent, avoiding severe punishment in all cases where milder means can be made effectual. It is strictly enjoined upon teachers to avoid all appearance of anger and indiscreet haste in discipline, and in all the more difficult cases to apply to parents for their co-operation, and to the principal or Superintendent for advice and direction.

9. No subscription or contribution shall be allowed in the public schools, nor shall any principal or teacher receive a present from the pupils in the public schools, except by order of the Board.

10. No teacher shall read, or allow to be read, any advertisement or permit the same to be distributed in the schools or upon the school premises. No agent shall be allowed to announce any public entertainment, nor is any one to take up the time of the schools by lectures of any kind, except by permission of the Board.

11. Teachers shall not remain in their rooms after school hours so as to interfere with the work of janitors.

12. Any teacher violating any of the rules of this Board may be punished by temporary suspension or dismissal from position, at the discretion of the Board.

13. No teacher shall suggest to any pupil the name of any book-dealer from whom to purchase books, etc., needed in the schools.

14. The marriage of any female teacher after election, or during the scholastic term, shall be considered a resignation and cancellation of her contract without further notice.

15. In addition to their regular work, teachers in departments of the High School may be assigned such other classes as the Superintendent and principal of the High School may find necessary or expedient.

16. Teachers shall not be permitted to organize private classes to be taught for pay, after school hours in the buildings of the public schools, nor shall teachers give private lessons for pay to the pupils of their own classes at other places.

17. There shall be formed each year before the end of the third school month a Teachers' Advisory Council, the council to be constituted of teachers in the schools for white children as follows: One representative elected by the teachers of each "grade" of the elementary schools; one representative elected by the faculty of each High School; two principals of elementary schools elected by the principals. This Council shall meet as occasions arise to hear all teachers who may desire to present their views, and the Council shall be required to file with the Secretary of the Board of Education on or before the first day of June each year such report as it may choose on matters concerning the elementary schools or the system as a whole, addressed to the Superintendent, but to remain intact in the records of the Board and to be considered by the Board in connection with the reports and recommendations of the Superintendent.

In addition to the representative council, the faculties of the high schools shall file in the same manner a report dealing with matters especially concerning the sphere of the high school.

The principal of the main High School and supervisors and directors of special studies shall file in the same manner independent annual reports.

SECTION IX.

SUPERVISORS.

1. The Supervisors shall, under the Superintendent, have general charge of the work in their respective departments.

2. It shall be the duty of the Supervisors to advise and instruct teachers in regard to the work in their respective departments, both in private and in meetings of the teachers of the various grades held under the direction of the Superintendent.

3. They shall carefully inspect the instruction given by the teachers and the results of such instruction as shown in the work of the pupils; and shall also give model lessons in the school rooms so that the teachers may better understand and carry out their general plans of instruction.

4. Supervisors shall register the exact time of their arrival at each school, and shall report to the Superintendent at the close of each scholastic month all absence, tardiness, or other irregularity in their attendance.

5. They shall at the close of each scholastic year, and at other times if desired, present to the Superintendent a full report of the work of their departments, with such suggestions and recommendations as to changes in the course of study and methods of teaching as will tend to the improvement of the work in their respective departments.

6. Supervisors shall be subject to suspension or dismissal under the rules applicable to teachers.

SECTION X.

TEACHERS' INSTITUTES.

1. There shall be two institutes for the instruction of the teachers of the public schools of the city; one for the teachers of the white schools, the other for the teachers of the colored schools.

2. All teachers of the public schools of this city shall be required to attend the institutes, and all other meetings, regularly and punctually, and to prepare such exercises as may be prescribed.

3. Any teacher failing to attend any of the said meetings, or refusing to perform the duties assigned, without giving reasonable excuse, shall be guilty of neglect of duty, and may be dismissed from the public school service.

4. Each class shall meet as often as required by the Superintendent, and at such time and place as he may appoint; provided, such hour be chosen as will not conflict with the regular sessions of the schools.

5. The exercises shall be conducted with special reference to the practical work of teaching, and members of the respective classes are required to prepare themselves thoroughly, and with a view to their daily duties.

SECTION XI.

DUTIES OF PARENTS AND PUPILS.

1. Parents are earnestly requested to send their children regularly to school after they have once been enrolled, and to see that they are punctual in attendance.

2. The seat of a pupil who is continually absent or tardy will not be kept reserved, nor shall it be kept reserved to the deprivation of others who may desire to occupy it. An excuse, in writing, should be brought to the teacher, signed by parent or guardian, for each case of tardiness or absence of the child. In case such excuse is not presented by the child, then the teacher shall refer the case to the principal, who at his discretion, may decline to readmit the child for that day, or till such excuse shall be presented.

3. Parents should furnish their children with all the books and stationery required by the rules of the school, and any child not thus furnished may be suspended.

4. No pupil shall be allowed by the teacher to use the books and school material of another pupil. The books of pupils shall be examined repeatedly by the teachers, to see that the name of the owner is written once and only once.

5. It is the duty of parents to see that their children, in attending school, are neat and clean in person and dress.

6. Pupils shall not be permitted, except in urgent cases or on request of parent or guardian, to leave school to attend to other duties, nor to leave the school grounds at intermission without permission.

7. Pupils who shall deface or injure the school property shall pay in full for all damages, and failure to do this within one week shall subject them to suspension by the principal.

8. In all grades from the low to the low eighth, inclusive, the pupils' fitness for promotion at the close of the term shall be determined by the teacher's estimates of their daily work; provided, that

in case of dissatisfaction a special examination may be given by the principal. Pupils of the High School department shall be required to pass an examination at the close of each term.

9. The grades of pupils made in optional studies, both in the classroom and in examinations, shall in all instances be included in determining general averages and relative standing in classes, provided, however, that the grade in the optional study shall not of itself effect or defeat promotion or graduation.

10. Pupils who leave the school before the close of the school year shall not be permitted to join their respective classes until they have passed a satisfactory examination on the required studies, which examination shall be under the direction of the principal.

11. No pupil, leaving one school, shall be allowed to enter another school without permission of the Superintendent.

12. The attendance of pupils shall be subject to the regulations of the Board of Health.

13. No pupil under censure in one school shall be admitted to another school until censure is removed.

14. Pupils shall not play or loiter about the school buildings after the schools are dismissed, but shall promptly proceed on their way home, except by permission of the principal.

15. Pupils moving from one district to another must present to the principal of the latter a transfer, stating name and age and the grade held in the former school.

16. Pupils applying for admittance to a grade to which they have been promoted later than ten days after the opening of a term, may be placed in the next lower division, if not prepared to enter the regular class at its stage of advancement when the application is made.

Pupils under seven years of age on September 1st of the current year shall not be admitted even to the Low Division of the First Grade unless they can be classified at the time they apply for admission; and they shall not be admitted to the exclusion of pupils of school age.

Pupils under seven years of age on September 1st, if admitted to the schools, must pay tuition to the end of the current school year, for such time as they attend or are enrolled as belonging to the school.

17. Children of non-resident parents or guardians may be admitted to the schools on payment of tuition to the principal in advance each month; provided, there is room, so they do not prevent the admission of resident pupils. The rate of tuition of such pupils shall be \$5.00 per month for the high school; \$3.50 in seventh to fifth grades, inclusive; and \$2.50 in fourth to first grades. Resident pupils between the ages of 7 and 21 years on September 1st of the current year are entitled to free admission. Those over the age of 21 and under the age of 7 on September 1st may be admitted on payment of tuition specified for non-residents.

18. All children who are bona fide citizens of the city or are bona fide members of and dependent for support upon families who are bona fide citizens of the city, shall be admitted to the schools; provided, that when there is any question as to the right of any one to admission the Superintendent will have the right to require evidence by affidavit, if deemed necessary by him, in support of the application.

19. The play-grounds of the pupils shall be separate and distinct. The sexes shall not be allowed in any manner to communicate with each other without permission from their teachers, who shall be held responsible for any violation of this rule.

SECTION XII.

EXAMINATION OF TEACHERS.

1. The annual examination opens the first Wednesday in June after the annual commencement, and continues about three days. Another examination is held the third Wednesday in August.

2. The Board of Examiners shall consist of three members, elected by the Board of Education.

3. The Superintendent shall be ex-officio chairman of the Board of examiners, but shall receive no part of the fees collected from applicants. The examination questions shall be submitted to him for his approval. He may inspect papers of applicants and make such suggestion concerning the grading of papers and other duties of the Board as he may deem advisable.

4. The Board of Examiners shall meet at such times and places as the Superintendent may direct.

5. The Board of Examiners may make such rules as to them may seem best for the government of those being examined, and shall have power to exclude any one from the privileges of examination for gross violation of such rules.

6. Each applicant shall be charged a fee of \$2.00, payable in advance to the secretary of the Board of Education who will issue to said applicant a receipt for same and an examination number; provided, that teachers employed in the schools the preceding year shall pay a fee of only \$1.00.

7. No person under 18 years of age shall be elected to the position of teacher or supernumerary teacher.

8. Each teacher elected by the Board of Education shall, before entering upon the duties of teacher, or probationary teacher, or supernumerary teacher, secure a certificate of proper class from the City Board of Examiners, provided that—

9. Applicants holding any one of the following diplomas or certificates shall not be subject to examination: (a) Diploma from a Texas State Normal School. (b) Diploma from the Peabody College for Teachers. (c) A degree conferred by a first class college or university, and also a State Teacher's Certificate. (d) State permanent certificate based on graduation from a college or university of the first class. (e) State permanent certificate based on examination by the Department of Education.

10. Any applicant who passes a satisfactory examination in all other subjects may omit the examination in music and drawing and receive a certificate, which shall become void at the end of the first year's teaching in the city schools, unless by that time the holder successfully passes an examination in the subjects thus omitted.

11. No certificate shall be issued to any applicant who fails to make a general average of 90 per cent. for all subjects, or who falls below 60 per cent. in any one subject.

12. All certificates issued upon examination shall be valid for a period of four years from the date of issue; provided, that no certificate issued by the City Board of Examiners shall be valid for a longer period than two years, unless the holder thereof shall have served as a teacher in the city schools; provided, further, that this rule shall not invalidate the certificate of any teacher who voluntarily withdraws from the schools for the purpose of studying at an institution of learning, or for purposes of rest, recreation, or recuperation.

13. Certificates and the requirements of each, shall be divided into classes as follows:

TEMPORARY SECOND GRADE CERTIFICATE.

Scholarship Requirement—Spelling, Arithmetic, Geography, Grammar and Composition, Physiology, U. S. History, Texas History, Drawing, Vocal Music.

Professional Requirement—Psychology, Primary Methods of Teaching (Reading, Numbers, Language, Geography, and Elementary Science), School Law.

PERMANENT PRIMARY CERTIFICATE.

A holder of a Dallas city temporary second grade certificate, who has successfully taught for three years, can secure a permanent primary certificate by passing a satisfactory examination in the following additional subjects before the expiration of said temporary certificate: History of Education, Psychology Applied to Teaching, English and American Literature, English Grammar, and Arithmetic.

TEMPORARY FIRST GRADE CERTIFICATE.

Scholarship Requirement—To scholarship requirement for primary certificate, add Physical Geography, Elementary Algebra, Plane Geometry, Civil Government, Elementary Physics, General History.

Professional Requirement—Theory and Practice of Teaching.

PERMANENT FIRST GRADE CERTIFICATE.

A holder of a Dallas city temporary first grade certificate, who has successfully taught three years, can secure a permanent first grade certificate by passing a satisfactory examination in the following additional subjects, before the expiration of said temporary certificate: History of Education, Psychology, English and American Literature, Chemistry, Solid Geometry, Plane Trigonometry, and Double Entry Bookkeeping, English Grammar, and Arithmetic.

TEMPORARY HIGH SCHOOL CERTIFICATE.

In addition to requirements for first grade certificate (except Music and Drawing), applicant will pass examination in one of the following groups of subjects:

(a) English and History. English Grammar, Rhetoric, English and American Literature, Psychology, History of England, General History, Political Economy.

(b) Languages. Latin Grammar, Prose Composition, Caesar, Cicero, Virgil's Aeneid, Greek Grammar, Anabasis.

(c) Mathematics. Higher Arithmetic, Complete Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry, Mensuration.

(d) Sciences. Physiology, Geology, Zoology, Chemistry, Physics, Botany.

PERMANENT HIGH SCHOOL CERTIFICATE.

A holder of a Dallas city temporary high school certificate, who has successfully taught three years, can secure a permanent high school certificate by passing a satisfactory examination in the additional subjects required for permanent first grade certificates.

SCHEDULE FOR EXAMINATIONS.

First Day—9:00 a. m. Spelling, Arithmetic, Music, Drawing, High School Subjects. 1.30 p. m. Geography, History of Texas, Physiology.

Second Day—9:00 a. m. Psychology, Physics, U. S. History. 1:30 p. m. Primary Methods, Theory and Practice, Grammar and Composition, General History, School Law.

Permanent Subjects—9:00 a. m. History of Education, Psychology Applied to Teaching. 1:30 p. m. English and American Literature, Chemistry.

Third Day—9:00 a. m. Geometry, Algebra, Arithmetic. 1:30 p. m. Physical Geography, Civil Government, High School Subjects.

Permanent Subjects—9:00 a. m. Solid Geometry, Plane Trigonometry. 1:30 p. m. Double Entry Bookkeeping.

LIBRARY RULES.

1. The principal shall be ex-officio librarian, shall be held responsible for the safety of the books in the library, and shall see that they are freely and profitably used by the pupils.

2. The principal shall frequently inspect the books of the library and promptly assess and collect reasonable damages for any losses that may occur or for any injury to books in excess of what would result from proper use.

3. It shall be the duty of all teachers to inform themselves as to the number and character of the books in the libraries at their respective buildings; to recommend to their pupils what books to read; to supervise the reading of the same, and to determine by proper examination the results of such reading, and report the same to the principal in charge.

4. Pupils who shall lose, damage, or destroy any book belonging to the public school library, shall pay in full for all damages, and failure to do this within one week shall subject them to suspension by the principal.

5. Any pupil shall, upon the recommendation of a teacher, have the privilege of obtaining from the principal any book in the library; provided, no pupil shall be allowed to keep any book out of the library longer than one week without renewal.

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